DOCUMENT RESUME

ED 286 986 UD 025 826

AUTHOR West, Carol Ann
TITLE Effective Practices in Secondary Basic Skills Programs: A Compendium of Case Studies.
INSTITUTION New Jersey State Dept. of Education, Trenton. Div. of Compensatory/Bilingual Education.
REPORT NO PTM-500-65
PUB DATE May 86
NOTE 227p.
PUB TYPE Reports - Evaluative/Feasibility (142)

EDRS PRICE MF01/PC10 Plus Postage.
DESCRIPTORS *Academic Achievement; *Basic Skills; *Compensatory Education; Cooperative Programs; Curriculum Evaluation; *Educationally Disadvantaged; Educational Objectives; *Instructional Effectiveness; Instructional Leadership; Outcomes of Education; Program Effectiveness; Secondary Education; *Secondary School Curriculum; Staff Development
IDENTIFIERS *Education Consolidation Improvement Act Chapter 1

ABSTRACT

This compendium provides secondary school teachers, administrators, and Chapter 1 directors with descriptions of effective practices in Chapter 1 programs. The focus is on managerial and instructional strategies that promote success for poor and/or educationally disadvantaged students. The compendium is divided into five chapters: an introduction describing the background of the New Jersey Initiative project and four chapters organized around school and program characteristics associated with student achievement in basic skills. These characteristics are the following: (1) strong administrative leadership; (2) systematic management and monitoring of curriculum and instruction; (3) cooperative teacher planning; and (4) ongoing staff development and inservice training. Eight states participated in the project, each nominating effective secondary basic skills programs, which were studied to learn what contributed to their success. Each chapter defines one of the four major characteristics, summarizes related research, and provides a list of references. This material is followed by case studies which show how the particular management or instructional strategy works in a compensatory education program. Each case study reveals a number of characteristics operating in conjunction with the one highlighted. An appendix includes a list of other documents available from the Division of Compensatory/Bilingual Education. (PS)

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EFFECTIVE PRACTICES IN SECONDARY BASIC SKILLS PROGRAMS:

A COMPENDIUM OF CASE STUDIES

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EFFECTIVE PRACTICES IN SECONDARY BASIC SKILLS PROGRAMS: A COMPENDIUM OF CASE STUDIES

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May, 1986

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TO THE READER:

- The programs described in this publication are representative of effective Chapter 1 programs found in Region I.

- Educators are reminded to check state Chapter 1 guidelines to determine if the programs and practices described in this document are consistent with the requirements in their state.

- The planning, development and printing of this publication were supported by grant number 6008303753 under the Secretary of Education's Initiative to Improve the Quality of Chapter 1, ECIA Programs.

- The opinions expressed in this publication do not necessarily reflect the position or policies of the United States Department of Education, the New Jersey State Department of Education, nor of the departments of education of any of the states whose school districts are represented here.

ACKNOWLEDGMENTS

This guide was developed by the staff of the

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Special appreciation is extended to all the State Department of Education staff, chief school administrators, superintendents, principals, Chapter 1 coordinators, teachers, teachers' aides and students in Region 1 who so graciously provided the information that made this publication possible.

The summaries of research on curriculum management were adapted with permission from the Chapter 1 Program Improvement Guide (Research For Better Schools, Inc., December 1983).

The summaries of research on coordination of instruction and cooperative teacher planning were adapted with permission from the School Effectiveness Training Program Manual (New Jersey Education Association, 1983).

"We can, whenever and wherever we choose, successfully teach all children whose schooling is of interest to us. We already know more than we need in order to do that. Whether we do must finally depend on how we feel about the fact that we haven't so far." Ronald R. Edmonds

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OVERVIEW OF THE COMPENDIUM

Purpose

The purpose of this compendium is to provide secondary school teachers, administrators and Chapter 1 directors with descriptions of effective practices in Chapter 1 programs which may be used as guides for program improvement. The focus is on managerial and instructional strategies which promote success for poor and/or educationally disadvantaged students.

Organization

The compendium is divided into five chapters: an introduction describing the background of the project and four chapters organized around school and program characteristics associated with student achievement in basic skills. These characteristics are:

- Strong administrative leadership;
- Systematic management and monitoring of curriculum and instruction;
- Cooperative teacher planning; and
- On-going staff development and in-service training.

Each chapter defines one characteristic, summarizes related research, and provides a list of references for those who wish to research the topic further. This material is followed by case studies which show how the particular management or instructional strategy works in a compensatory education program.

The characteristics of effective programs are interdependent and interact with one another in complex ways. As a result, each case study reveals a number of characteristics operating in conjunction with the one highlighted. The case studies include programs in a variety of community settings, ranging from upper-middle-class suburban to large urban areas. Hence, they show a variety of approaches designed to meet the unique needs of the students they serve.

The organization of the compendium allows the reader to use it as a resource manual and reference guide. Teachers, Chapter 1 directors and school administrators are encouraged to adapt or adopt program components which are most appropriate to their program improvement needs and requirements.

Attention should be given to a special feature entitled "Focus on" included in many of the case studies. It serves to highlight unique components of Basic Skills Improvement (BSI) programs which contribute to their effectiveness.

Two charts have been included to help you find programs and practices which are relevant to your needs. Figure 1 identifies the program model, curriculum and school type for each case study described in the compendium. The reader may quickly scan the chart for a capsule view of the major features of each case study.

Figure 2 has been included to identify effective school factors which are described in each case study other than the factor highlighted by its' placement in a particular chapter.

Figure 1

CHARACTERISTICS OF SECONDARY BASIC SKILLS PROGRAMS WITH EFFECTIVE PRACTICES

PROGRAM MODELS CURRICULUM SCHOOL TYPES

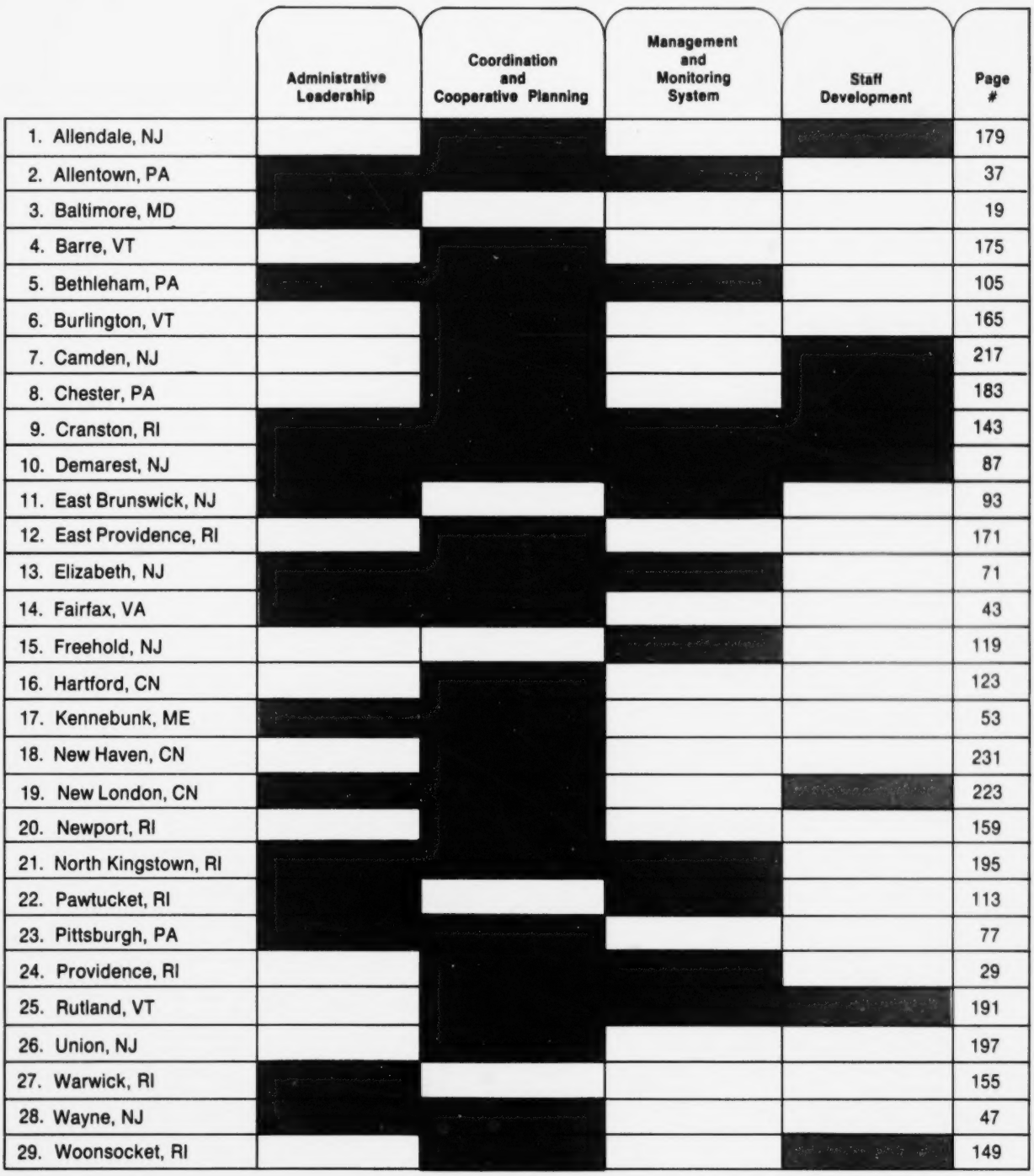
Case Study	Program Models							Curriculum				School Types				Page #
	In-class		Out-of-class			Add-on		Math	Reading	Communication	Language Arts	High School	Junior High School	Middle School	Intermediate	
	Team Teaching Self-Contained	Replacement Project	Learning Center	CAI Lab	Alternate Tutorial	Summer	After School									
1. Allendale, NJ			■					■	■				■			179
2. Allentown, PA			■	■					■			■		■		37
3. Baltimore, MD		■		■				■	■				■	■		19
4. Barre, VT	■		■						■			■		■		175
5. Bethlehem, PA			■	■				■	■					■		105
6. Burlington, VT			■		■			■	■			■				165
7. Camden, NJ			■					■	■	■	■					217
8. Chester, PA		■		■				■	■	■	■					183
9. Cranston, RI	■								■				■			143
10. Demarest, NJ			■					■	■	■	■					87
11. East Brunswick, NJ			■					■	■		■					93
12. East Providence, NJ	■								■	■	■					171
13. Elizabeth, NJ			■					■		■	■					71

Case Study	Program Models							Curriculum				School Types				Page #
	In-class		Out-of-class			Add-on		Math	Reading	Communication	Language Art	High School	Junior High School	Middle School	Intermediate	
	Team Teaching Self-Contained	Replacement Project	Learning Center	CAI Lab	Alternate Tutorial	Summer	After School									
14. Fairfax, VA	■		■						■	■	■	■				43
15. Freehold, NJ				■				■	■	■	■				■	119
16. Hartford, CN			■					■	■	■	■	■				123
17. Kennebunk, ME					■			■	■	■	■	■				53
18. New Haven, CN					■			■		■	■	■				231
19. New London, CN			■					■	■				■			223
20. Newport, RI			■						■			■				159
21. North Kingstown, RI			■					■				■				195
22. Pawtucket, RI	■			■		■		■	■				■			113
23. Pittsburgh, PA			■	■					■			■				77
24. Providence, RI				■					■	■	■	■				29
25. Rutland, VT			■						■		■	■				191
26. Union, NJ			■	■		■		■	■	■	■	■				197
27. Warwick, RI			■						■				■			155
28. Wayne, NJ			■			■		■	■	■	■	■		■		47
29. Woonsocket, RI	■		■						■				■			149

Figure 2

CHARACTERISTICS OF SECONDARY BASIC SKILLS PROGRAMS WITH EFFECTIVE PRACTICES

EFFECTIVE SCHOOLS FACTORS



	Administrative Leadership	Coordination and Cooperative Planning	Management and Monitoring System	Staff Development	Page #
1. Allendale, NJ		■		■	179
2. Allentown, PA	■	■	■		37
3. Baltimore, MD	■				19
4. Barre, VT		■			175
5. Bethleham, PA	■	■	■		105
6. Burlington, VT		■			165
7. Camden, NJ		■		■	217
8. Chester, PA		■		■	183
9. Cranston, RI	■	■	■	■	143
10. Demarest, NJ	■	■	■	■	87
11. East Brunswick, NJ	■		■		93
12. East Providence, RI		■			171
13. Elizabeth, NJ	■	■	■		71
14. Fairfax, VA	■	■			43
15. Freehold, NJ			■		119
16. Hartford, CN		■			123
17. Kennebunk, ME	■	■			53
18. New Haven, CN		■			231
19. New London, CN	■	■		■	223
20. Newport, RI		■			159
21. North Kingstown, RI	■	■	■		195
22. Pawtucket, RI	■		■		113
23. Pittsburgh, PA	■	■			77
24. Providence, RI		■	■		29
25. Rutland, VT		■	■	■	191
26. Union, NJ		■			197
27. Warwick, RI	■				155
28. Wayne, NJ	■	■			47
29. Woonsocket, RI		■		■	149

CHAPTER 1

INTRODUCTION

MAINE*
NEW HAMPSHIRE
VERMONT*
MASSACHUSETTS
CONNECTICUT*
RHODE ISLAND*
NEW YORK
NEW JERSEY*
PENNSYLVANIA*
WEST VIRGINIA
MARYLAND*
DELAWARE
VIRGINIA*
DISTRICT OF COLUMBIA
PUERTO RICO
THE VIRGIN ISLANDS

REGION I

*states participating in the New Jersey Initiative

CHAPTER 1

INTRODUCTION

Background of the Project

The first major federally funded compensatory education effort was launched in 1965 with the passage of the Elementary and Secondary Education Act. It was a symbol of idealism and hope. Equality of educational opportunity was seen as an effective strategy for reducing inequities in the social and economic structure of the nation. Title 1 of the Elementary and Secondary Education Act, designed to provide basic skills programs for underachieving children, was seen as a means toward that end.

During the past 20 years, compensatory education programs funded under Title 1, which became Chapter 1 of the Education Consolidation Act of 1980, have become increasingly more sophisticated and effective. Data to support this conclusion can be found in research literature, in results of standardized tests, and in reports of the National Assessment of Educational Progress (NAEP). A congressionally mandated project, the NAEP was a longitudinal investigation of student achievement to determine patterns of growth, stability, or decline. Between 1970 and 1980, reading achievement test results of nine, 13 and 17-year-old children were analyzed. NAEP reported significantly greater gains between 1970 and 1980 for students in Title 1 eligible schools than for pupils in non-Title 1 eligible schools at all three grade levels. According to NAEP report (1981), "These significant changes and the overall pattern of a narrowing gap for most population groups at all ages strongly suggest that students in Title 1 schools are improving at a faster rate than students in non-Title 1 schools."

Despite the growing evidence of progress, the early 1980s saw a renewed demand for educational excellence. In response to the publication of A Nation at Risk, a report of the National Commission on Excellence in Education, the Secretary of Education announced the funding of 21 grants for projects designed to "improve the quality of Chapter 1 Programs" (Plunkett, 1985). The activities funded under the "Secretary's Initiative" included identifying and disseminating characteristics of successful Chapter 1 programs, strengthening state monitoring activities to encourage systematic improvement of Chapter 1 programs, and using research findings on effective practices to develop an instrument to assess the instructional quality of Chapter 1 programs.

The New Jersey Initiative

The New Jersey Initiative was one of 21 projects funded by the Secretary's Initiative grant program. It targeted programs in grades 7-12. The goal was to identify, collect and disseminate information about effective programs and practices in New Jersey and the 15 other states and territories in Technical Assistance Center (TAC), Region 1.

Six major tasks were outlined in the project proposal:

- Elicit nominations of promising Chapter 1 or other basic skills improvement projects from state basic skills coordinators;

- Convene a statewide advisory council to provide direction and assistance for the project, including the review of procedures, processes and products. The advisory council was to include teachers, administrators, curriculum and program specialists, and parents;

- Collect data and information describing managerial and instructional strategies in effective secondary programs and in Region 1;

- Conduct on-site visits and interviews;

- Produce and disseminate a compendium of successful practices to all urban districts in New Jersey;

- Train New Jersey state education agency (SEA) staff in the process and use of products and data associated with the project for the purpose of responding to inquiries about effective schools research at the secondary level; and

- Disseminate to other Region 1 SEAs the compendium of successful projects and strategies.

Procedures

Fifteen states and territories in TAC Region 1 were asked to nominate effective secondary basic skills programs for possible inclusion in the project. Seven states responded to the request and nominated 24 programs. Twenty-two of the nominated programs were selected for site visits, data analysis and inclusion in the compendium. Two of the nominated sites were rejected, one because it was not a secondary program, the other because Chapter 1 services were discontinued in 1984.

In addition, letters were sent to all chief school administrators in New Jersey inviting them to participate by submitting an application describing their BSI program at the secondary level. All applications received by the department were evaluated and seven programs were selected for site visits and inclusion in the compendium.

New Jersey State Department of Education staff conducted one-day, on-site visits in the spring and fall of 1984. They interviewed administrators, staff members and students, observed classes, and developed case studies focusing on key aspects of the programs which appeared to contribute to their effectiveness.

What Makes Chapter 1 Programs Effective?

In observing the nominated Chapter 1 programs, the visitors noted a consistent pattern: these programs exhibited characteristics similar to those identified in a body of research which has been developing over the last fifteen years. Known as the "effective schools" literature, it includes the work of several researchers: Weber, 1971; Lezotte et al. 1974;

Edmonds, 1979; Rutter, 1979; and Brookover, 1980. These researchers identified a number of characteristics associated with schools which manage to achieve consistently high gains in basic skills although located in low-income urban neighborhoods with many of the social problems traditionally associated with school failure. Their findings support a clear alternative to the view that low achievement is either a function of inherent disabilities in the students themselves (Jensen, 1969; Jencks, 1972) or the inevitable consequence of economic disadvantage (Coleman, 1966).

In Equality of Educational Opportunity, a study of American schools commissioned by Congress as part of the Civil Rights Act of 1964, Coleman concluded:

> One implication stands out above all: That schools bring little influence to bear on a child's achievement that is independent of his background and general social context; and that this very lack of independent effect means that the inequalities imposed on children by their home, neighborhood, and peer environment are carried along to become the inequalities with which they confront adult life at the end of school. For equality of educational opportunity through the schools must imply a strong effect of schools that is independent of the child's immediate social environment, and that strong independent effect is not present in American schools. (p.325)

Effective schools research, on the other hand, provides strong evidence of the influence of school-based characteristics on the achievement level of students, independent of their social background. Weber, (1971); Lezotte et al. (1974); Brookover, (1974); Edmonds, (1979); and Rutter, (1979) identified school-based characteristics that distinguished effective schools from others that were instructionally less effective for similar student populations.

Ronald Edmonds (1979) defined an effective school as one able to:

> ...bring the children of the poor to those minimal masteries of basic skills that now describe minimally successful pupil performance for the children of the middle class.

He also made it clear that this definition should not be interpreted to mean that effective schools have a limited mission which precludes the pursuit of excellence:

> Excellence means that students become independent, creative thinkers and learn to work cooperatively, which is also enormously important.
>
> I see no reason why making a school instructionally effective ought to preclude educational excellence. In fact, it is hard for me to conceive of an educator who can obtain excellence, but who is incapable of managing

> these rather more modest chores. I would take the position that you have to earn the right to experiment with something as precious as excellence. The way you earn it is by just teaching the kids to read and write. (Edmonds, cited in The Effective School Report, 1985).

In synthesizing the findings of effective schools research, Edmonds listed five characteristics significantly correlated with basic skills achievement:

1. Strong administrative leadership;

2. A climate of expectation in which no children are permitted to fall below minimum but efficacious levels of achievement;

3. An atmosphere that is orderly without being rigid, quiet without being oppressive, and generally conducive to the business at hand;

4. Basic skills instruction taking precedence over all school activities; and

5. Frequent, systematic monitoring by teachers and principal of pupil progress in relationship to instructional objectives.

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CHAPTER 2

ADMINISTRATIVE LEADERSHIP

CHAPTER 2

ADMINISTRATIVE LEADERSHIP

Definition

"The concept of instructional leadership encompasses those actions that an administrator takes, or delegates to others, to promote growth in student learning. Generally, such actions are taken by principals who focus on setting schoolwide goals, defining the purpose of schooling, providing the resources needed for learning to occur, supervising and evaluating teachers, coordinating staff development programs, and creating collegial relationships with and among teachers." (De Bevoise, 1984)

Summary of Research

Rutter, et al., (1979) provide compelling evidence of the powerful influence of the school leadership on the "ethos," or overall climate of the schools at the secondary level. After studying more than 70 school process variables in 12 inner city London junior high schools, the researchers concluded that the combined effect of the process variables was more powerful than any individual variable. They reported that school outcomes tended to be better when the curriculum and approaches to discipline were agreed upon and supported by the staff and administration acting in concert. Moreover, they found that student achievement was higher and delinquency less common in schools where discipline was based on expectations set by the school rather than left to individual teachers to work out for themselves. In schools with the highest basic skills achievement, decisions tended to be made at a higher level than the teaching staff. Students had better academic success in schools where general attitudes and specific actions emphasized academic expectations. Finally, the school's atmosphere was found to be greatly influenced by the degree to which the school functioned as a coherent whole, with agreed upon ways of doing things.

Sweeney (1982) identified six leadership behaviors consistently associated with schools in which students show the highest gains in basic skills.

The administrative leaders of these effective schools:

1. **Emphasize achievement**. They give high priority to activities, instruction, and materials that foster academic success. Effective principals are visible and involved in what goes on in the school and its classrooms. They convey to teachers their commitment to achievement.

2. **Set instructional strategies**. They take part in instructional decision making and accept responsibility for decisions about methods, materials, and evaluation procedures. They develop plans for solving students' learning problems.

3. **Provide an orderly atmosphere**. They do what is necessary to ensure that the school's climate is conducive to learning. The building is quiet, pleasant, and well-maintained.

4. **Frequently evaluate student progress.** They monitor student achievement on a regular basis. The administrative staff set expectations for the entire school and check to make sure those expectations are being met. They know how well their students are performing as compared to students in other schools.

5. **Coordinate instructional programs.** They interrelate course content, sequences of objectives and materials in all grades. They see that what goes on in the classroom has a bearing on the overall goals and program of the school.

6. **Support teachers.** They communicate with teachers about goals and procedures. They support teachers' attendance at professional meetings and workshops, and provide in-service training.

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CASE STUDIES

The case studies in this chapter exemplify instructional leadership at all levels of the educational hierarchy, e.g., state commissioners of education, district superintendents, principals and Chapter 1 directors.

Chapter 1 directors, Dr. Marie Francis and Mr. Fred Cusimano in **Baltimore, Maryland** have implemented a highly successful recognition program. Known as Chapter 1 Week, it is an effective way of recognizing and rewarding student achievement. Students receive academic, attendance and creative writing awards during a week-long celebration which includes an awards banquet attended by parents.

Under the leadership of Principal Arthur Zarella, Central High School in **Providence, Rhode Island,** has made a dramatic turn-around in the past eight years. Although it formerly had all the problems typically associated with urban schools, it has become a magnet school with a waiting list of students who would like to attend.

In **Allentown, Pennsylvania,** leadership is exemplified by the district superintendent, Dr. William Stoutenberg, who has implemented a districtwide management system for the reading program. The emphasis of the program is on completing basic skills remediation for students by the time they reach 10th grade.

Fairfax County School District in Virginia recently unveiled a long-range plan aimed at improving the achievement of the county's black and Hispanic students via a new instructional program. The plan includes forming teams of teachers to devise effective ways of delivering instruction to these students.

Mary Jo Clegg, Chapter 1 director in **Wayne Township, New Jersey,** has a leadership style characterized by high expectations for her staff as well as students. She continuously reinforces their efforts at improvement with recognition and acknowledgment. Also noteworthy is her creative use of the district's Chapter 1 allocation to provide for staff development, curriculum development and a summer school program.

Kennebunk High School, in **Kennebunk, Maine,** has implemented an informal counseling program to address the needs of students who have difficulty adjusting to school life. Called Pastoral Care, the system and others like it in the state, were initiated by Maine's former Commissioner of Education, Dr. Harold Reynolds and implemented in the high school by Leo Martin, the district superintendent and the principal, William Gentile.

CHAPTER I - REWARDING EXCELLENCE

SOUTHEAST MIDDLE SCHOOL
CALVERTON JUNIOR HIGH SCHOOL

BALTIMORE, MARYLAND

Community

Baltimore, with a population of more than 786,775 people, is an important transportation hub. It is the fourth largest seaport in the nation and one terminus of the famous Baltimore and Ohio Railroad. A diverse city with historical sites and museums, performing arts groups, new civic center facilities and theatres, it is the home of more than 42 colleges and universities, including Johns Hopkins University and Medical School, the University of Maryland Professional School, and the Peabody Conservatory of Music.

Major industries include metals, chemicals, food processing, petroleum, and aircraft parts. Although Baltimore is still struggling with the problems faced by many of the old industrial cities of the northeast, its location on Chesapeake Bay and proximity to the warmer climates of the south enhances its economic outlook. In addition, extensive urban renewal programs which have been on-going for many years, have steadily improved the quality of life in the city.

* * * * * *

"An emphasis has been placed on accountability in the Baltimore City Public Schools so that we will be able to reward excellence and appropriately deal with unsatisfactory performance."
District brochure This is Baltimore City Public Schools.

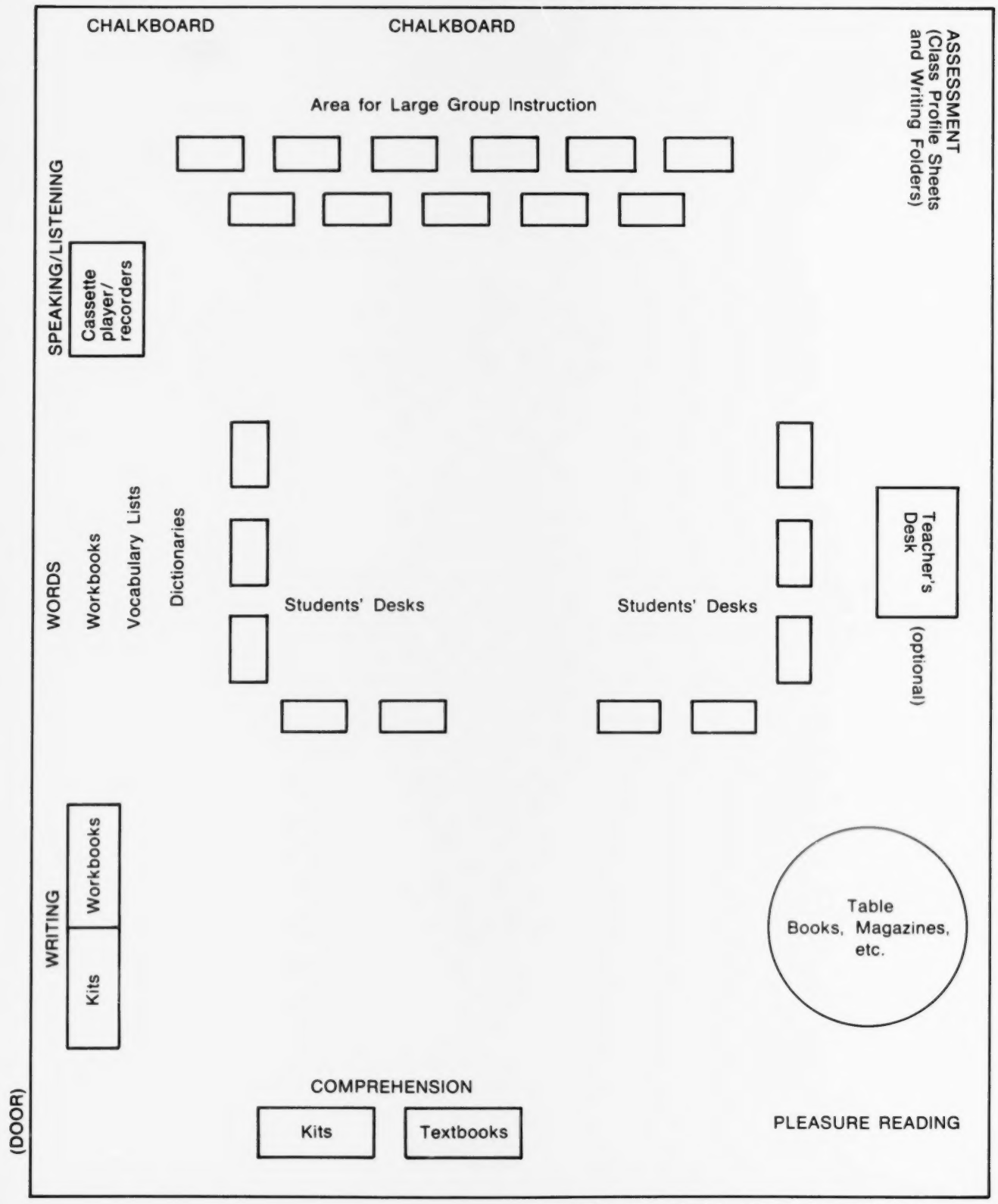
District Background

Baltimore City Public Schools enrolls more than 113,300 students in 131 elementary schools, 32 intermediate schools and 24 senior high and special schools. The trend in student achievement over the last five years is one of continued improvement. Each spring achievement test results show an average gain of 2.0 months in reading and 2.3 months in mathematics per month of instruction. As a result, the mean score of Baltimore students on nationally normed tests is higher than it was five years ago.

"We are planning for the continued improvement of our students at all levels and shall not be satisfied until our results are competitive with the best schools in the nation." - District brochure.

Figure 3

SAMPLE DESIGN
BASIC SKILLS CENTER
ENGLISH



Description of Chapter 1 Program

With Chapter 1 - Success Is A Way Of Life - Chapter 1 Week

Conference Motto

Baltimore's Chapter 1 program is presently flourishing under the direction of Dr. Marie Francis, District Coordinator, and Fred Cusimano, Educational Specialist. They oversee a program which, in 1984-85, provided Chapter 1 services for 26,296 students in 80 elementary schools, 11,866 students in 19 secondary schools and 1,522 students in 14 non-public schools. Another 182 students received services in five outside institutions, including a jail school for juvenile delinquents who are awaiting trial or sentencing.

Each Chapter 1 school has basic skills centers for reading, math and English as well as a computer center. Initial instruction for Chapter 1 students takes place in the basic skills centers. Computer centers augment the activities provided for students in these centers. Each basic skills center contains assessment data, instructional materials, equipment, audio-visual devices, manipulatives and games recommended for use in the program. Learning stations and interest centers are used to simulate real life situations. The room arrangements are designed to accommodate whole group, small group and independent activity and to facilitate student interaction.

The computer center contains computers, a line printer, and other appropriate instructional materials necessary to augment the instruction provided in the English, mathematics and reading Basic Skills Centers. Teachers of Chapter 1 students accompany their classes to the computer center on a scheduled basis. Some students are involved in "hands-on" activities with computers and others work with print and non-print materials as appropriate.

Teacher strategies used in the center include: grouping, independent activity, contracting for tasks, incentive techniques, and cultural enrichment activities.

The educational assistants assigned to the centers provide direct services to students by reinforcing instruction, helping with special assignments, and operating specialized materials and equipment. The centers are arranged to foster interaction among students as well as between students and adults. It is organized so that materials and equipment are easily accessible. Each computer center has the following designated areas: Assessment, Computer Activities, Skill Development, and Motivational Activities.

"Chapter 1 Week" - Recognition of Excellence

"Many of the students who receive awards during "Chapter 1 Week" have never received an award or trophy before. The pride which parents and students can share during this week is what makes it all worthwhile."
Fred Cusimano.

The district's commitment to Chapter 1 is exemplified by a highly successful and innovative approach to recognizing and rewarding student achievement in the program. Each year for the past four years, the district has celebrated "Chapter 1 Week" in the spring. "Chapter 1 Week" is the outgrowth of an awards program. It started as an awards banquet to recognize the students who have made the greatest gains during the 1980-81 school year. Each Chapter 1 school had a winner in math, English and language arts. Because the banquet was such a success, the program was expanded to a two-day event the next year. Since then, it has grown into a week-long celebration, with workshops for parents and students as well as an awards luncheon. Attendance awards and writing contest awards have also become an important part of the program.

"Chapter 1 Week" has several goals. They are:

- to recognize and promote student achievement in the Chapter 1 middle/junior high schools;
- to provide an opportunity for students, parents, and educators to examine computer career choices;
- to stimulate a process of self assessment that will guide the middle/junior high school student in long-range career planning; and
- to share, through exhibits, mini-presentations, and demonstrations, information about job opportunities in the business and professional communities.

During the 1983-84 celebration, four hundred parents, students and educators attended a variety of workshops on such topics as motivating children to succeed, computer awareness, and computer career opportunities in the Baltimore area. There was also an Exhibit Fair with an array of displays demonstrating the use of computers in various occupations. (See pp. 23-25 for the conference agenda.)

Focus On: Looking Ahead In The Computer Age

A CONFERENCE FOR CHAPTER 1 MIDDLE/ JUNIOR HIGH SCHOOL STUDENTS

Thursday May 17, 1984 - 12:45 p.m.

The Forum - Grand Ballroom

Dr. Marie S. Francis, Coordinator
Chapter I Secondary Office of Basic Skills
Baltimore City Public Schools

AGENDA

Thursday, May 17, 1984

8:00 A.M. - 8:45 A.M. - REGISTRATION (Lobby)

9:00 A.M. - 9:30 A.M. - OPENING SESSION (Terrace Room)

WORKSHOPS

9:30 A.M. - 10:25 A.M.

Motivating Children to Succeed — AUDIENCE: Adults

Rev. Thurman Anderson

To be successful, students must want to succeed, identify specific goals, have a plan of action, and have a realization of their unique assets. This workshop provides advice to parents in helping the children to succeed.

Who Pushes the Keys? — AUDIENCE: Students

Gail Levy, Psychologist
Carl Robinson, Psychologist
Betty Hines, Social Worker
Brenda Oliver, Social Worker

This workshop enables the participants to assess their psychological hardware--to learn how they make decisions and choices and how this can affect future planning and their careers.

10:30 A.M. - 11:25 A.M. — AUDIENCE: Adults

A Menu of Bits and Bytes

Peggy Jackson-Jobe, Program Facilitator

This workshop focuses on the components of the Secondary Chapter I Program and their specific functions.

Thinking in "Computerese" AUDIENCE: Adults

Dorothy Davis, Program Facilitator
Suzanne Given, Program Facilitator

This workshop focuses on the basic language of computers and will provide hands-on experience with computers.

New and Exciting Software AUDIENCE: Students

Yvonne Thornton, Program Facilitator
Jim Grap, Program Facilitator

This workshop is designed to allow Chapter 1 students to preview, test and evaluate new computer software.

Winning with Computer-assisted Instruction Audience: Students

Te-Veria Lee, Program Facilitator
Thelma Spence, Program Facilitator

This hands-on session introduces the student to software used in computer-assisted instruction. Emphasis will be on programs that reinforce skills in English, reading and mathematics. Come prepared to have fun!

11:30 A.M. - 12:25 P.M.

Computers in the Business World AUDIENCE: Adults & Students

The following business representatives will present workshops that focus on.

- career development
- changing world of work
- future job market
- impact of computers on career choices

Mr. Robert Bonell, Control Data
Mrs. Annette Spodak - First National Bank
Mr. Darryl Jackson - Baltimore Gas and Electric
Ms. Brenda Goburn Smith - Direct Communications Company, Inc.

The Exhibit Fair

The Exhibit Fair provides an array of displays that demonstrates the use of computers in varied careers and offers an opportunity for parents, students, and educators to examine computer career opportunities in the Baltimore community. Additionally, the writing contest display provides a means by

which continued student achievement in the Chapter 1 Middle/ Junior High School is both recognized and promoted.

12:25 P.M. - 12:45 P.M. THE EXHIBIT FAIR

12:45 P.M. - 2:30 P.M. LUNCHEON

The 1983-84 celebration of "Chapter 1" week culminated in an awards banquet attended by 400 people. It was an occasion when parents, local dignitaries from the community as well as visitors from the surrounding neighborhoods honored students for their accomplishments in the program. Nineteen secondary schools participated. There were 57 student achievement awards, 85 perfect attendance awards and 19 writing contest winners. Also, "Baltimore Perspective," a popular local radio program, featured interviews with Chapter 1 students and teachers.

CALVERTON JUNIOR HIGH SCHOOL

Calverton Junior High School is an inner-city school located in a predominantly blue-collar neighborhood. The school enrolled 1,500 students in 1984-85; approximately 1,300 qualified for the federally subsidized lunch program.

Principal Richard Holly is an energetic man who takes the time to make himself visible in the school. He stands at the door each morning to greet students as they arrive. He works very hard to establish new programs in his school which will enhance student achievement. For example, Project Care (Calverton Reaching for Excellence), is a special program for non-responsive students. It was initiated in 1983 as a joint project of the school and Johns Hopkins University.

Nine federally funded teachers served 793 Chapter 1 students in 1984-85. At the present time, reading is the only basic skills course available. Future plans call for math and English remediation to be added.

Richard Holly noted that a key to the success of the program in his school is its small classes. Because the Chapter 1 model pairs a Chapter 1 teacher with a locally funded teacher, each teacher is responsible for a class of only 15-20 students. **"Reducing class size is an automatic incentive for teachers,"** Holly said. **"Student-teacher interactions are increased and students respond better."**

Adding computers to the program appears to have "institutionalized" Chapter 1 in Calverton Junior High, according to district administrators. Reports of student success since the purchase of computers have caused many parents to request that their children be placed in the program.

Holly considers himself to be a Chapter 1 convert. "I was not in favor of the program at first," he explained, adding that he had doubts about the effectiveness of remedial programs at the secondary level.

"My notion was that remediation belonged in the lower grades and ideally should begin with pre-school programs for children who come from homes which do not stress academic achievement. However, since the Chapter 1 program has been in place in my school, I have seen some very good results. Many students who have ability but have not acquired academic skills have benefited tremendously from the smaller classes with specially trained teachers. I have seen students move from the lowest Chapter 1 reading classes into advanced academic courses."

He reported that one student from the Chapter 1 program in his school was accepted into Western High School, one of three academic high schools in the city. She is now in the advanced academic program there. **"The girl had the ability, and the program gave her the skills which she needed to excel. I am now totally dedicated to the program."**

Moreover, the Chapter 1 "paired" teachers concept has been so successful that it is being replicated by pairing two locally funded teachers who are not part of Chapter 1. **"Chapter 1 has led the way to piloting the pairing model with two locally funded English teachers on the basis of the positive Chapter 1 model."**

SOUTHEAST MIDDLE SCHOOL

"He [John Mohamed, Principal] has established a climate for learning in the school, and the students and parents know that he cares."
(The Baltimore Sun)

Southeast Middle School is located in an ethnically diverse blue collar neighborhood in Baltimore. The building is less than 10 years old and has many of the features found in new school buildings, e.g., carpeted "open-space" classrooms and modern computer laboratories.

A broad ethnic mix is represented in the student population. Approximately one-third of the students are of Greek descent, the largest ethnic group in the student population. Another 20 percent of the students are black. In addition to these two groups, a variety of other minorities, ranging from Lumbee Indian to Vietnamese, attend the school.

Last fall, Southeast students scored well above national norms on the California Achievement Tests. The school ranks sixth among the city's 23 middle schools and junior high schools, according to Leonard Gronick, head of the testing and evaluation office. In describing academic standards at Southeast Middle School, the superintendent commented, "I would have to say that Southeast is among the top five middle schools in the city."

The school's reputation for excellence is especially impressive because many of Southeast's students are poor. More than 60 percent live in the 900-unit O'Donnell Heights housing project, originally constructed as temporary housing for defense workers during World War II. Other students live in rowhouse neighborhoods. The racial and ethnic mix, together with the low socioeconomic status of many of the students represent the kind of student background often associated with failure in school. Prior to 1980, the academic achievement of the students at Southeast was typical of that found in most inner city schools. All of that changed, however, when Principal John Mohamed took over the "reins" at Southeast.

"When I walked in there [Southeast Middle School] the first time, I thought it was the biggest mistake that I had ever made," Mohamed recalled. "The place looked like Drud Hill Park on a sunny day." He was referring to the mass confusion and crowding often encountered by visitors in that park.

He said that the first thing he attempted to do was **"to instill a sense of purpose in his students and staff."** His second major task was to reach out to the community. In order to dramatize his commitment to the community, he held his second staff meeting in the O'Donnell Heights Community Center. **"I had to convince parents in O'Donnell Heights that yes, we care about you, too. We had to focus on character building. We had to develop personal worth and esteem in the students, and the teachers had to learn to appreciate the children's interests."**

One technique he used to rejuvenate his staff was to divide teachers into teams charged with the responsibility of monitoring the total educational progress of students. This arrangement makes it easier for teachers to spot personal and academic problems that could affect achievement.

John Mohamed runs a "tight ship," with well-defined and firmly-enforced policies about homework, attendance and behavior. Students must have their notebooks organized in a prescribed way, for example, and take their textbooks home every afternoon.

He has also introduced an array of weekly mini-courses, designed to motivate students and provide a refreshing change of pace for students and teachers.

"I figure anybody with a bachelor's degree should have something special to offer," Moha ed explained. "That's why I encourage my staff to teach the courses. Even I teach a minicourse in science. It gives me an opportunity to get back to my discipline."

These changes and the recent stability of the school's teaching staff have allowed students at Southeast to make great strides academically and to capitalize on the value many Southeast families place on education.

Chapter 1 Program

The Chapter 1 Program in the school is earmarked for children with reading, math or language arts deficiencies. Students who are one to one and a half years below the national norms on the California Achievement Test are eligible for the program. The school has a basic skills center for content-directed reading instruction. There is also a Computer Center, which the principal describes as "a dressed up version of a reading, language arts and math resource room. The computer plays a strong role as a motivational tool for teachers. Students enjoy working at the terminals to sharpen and master skills. I have seen some wonderful things happen with computers. We have been averaging a month's gain for each month of instruction."

Because of this outstanding record of success, the school was granted Advanced Academic Status by the school board. It became a magnet academic school in September 1985. Advanced courses in algebra, reading, English, science and Latin will be available to students in the sixth and seventh grades who are two grades above the national norm on the CAT. The school has come a long way, and John Mohamed is justifiably proud of that success.

CHAPTER 1 AS A CATALYST FOR INNOVATIVE EDUCATIONAL REFORM

CENTRAL HIGH SCHOOL

PROVIDENCE, RHODE ISLAND

"In this district, the initiative for change often comes from, or begins with Chapter 1, and then spreads throughout the district."
(Richard Curran, Director of Federal Programs)

Community

The bustling city of Providence, capital of Rhode Island, is located in Providence County. The old Slater Mill, where Samuel Slater built the first textile mill, is considered by historians to be the birthplace of the American Industrial Revolution. It is also the home of Brown University and the site of the Arcade, America's first shopping mall.

Of the city's population of 156,804, over 45 percent are below the poverty level. The largest ethnic group, Italians, represent 40 percent of the population. Twenty-eight percent of the population is black, and approximately 12-15 percent are recent immigrants, primarily Cambodian and Vietnamese.

* * * * * *

District Background

The school system reflects the characteristics of an inner city school district. Because of this, Providence must contend with a highly mobile student population. It is not unusual for as many as 40 percent of the students to change attendance areas at least once during the academic year. Obviously, this high mobility rate has had a direct effect on the developmental reading and Chapter 1 programs. For example, during the 1982-83 academic year, approximately fifty percent of the Chapter 1 students changed schools. In order to minimize the effects of this high mobility rate, a single reading program has been adopted districtwide for both the developmental and the Chapter 1 programs.

Chapter 1 Program

In 1984-85 the Chapter 1 program had been in place for five years. Presently BSI programs are operating in 27 of the 29 schools in the district; 18 elementary schools, six in middle/intermediate schools, and three in comprehensive high schools. In addition, there are three non-public school sites. The operating budget for all Chapter 1 programs is more than $3.5 million.

The overall program design is essentially diagnostic/prescriptive. It spans grades one through 12. The major goals are to give Chapter 1 students an instructional program staffed by reading specialists who provide experiences that foster a desire for reading. Each child is exposed to a variety of reading materials, which extend beyond curriculum requirements. The Chapter 1 curriculum is coordinated with the developmental reading program and includes instruction in phonetic and structural analysis, study skills, comprehension, spelling, and vocabulary.

At the secondary level, the reading program consists of three separate strands. The developmental reading program for students reading on grade level focuses on content-area reading skills. There is also a developmental strand for limited English proficient and bilingual students and a remedial strand, which is Chapter 1 funded. In describing the integration of the Chapter 1 and developmental programs, Richard Curran said, "We try to keep the program as invisible as possible."

Coordination

Districtwide Effort to Coordinate Basic Skills Instruction

A major effort to coordinate basic skills instruction across the content areas was initiated by the Chapter 1 director during the 1982-83 school year. A series of workshops was held at each of the comprehensive high schools. The workshops were designed to demonstrate the need for a formal program to teach specific study skills. During these workshops teachers participated in exercises in which they took on the role of students. This experience helped to heighten their awareness of the need to incorporate study skills into instructional strategies in all the major content areas. Following this, teachers were asked to rank in order of priority the study skills they believed were necessary for their particular content areas. The following skills were identified as important to all content areas and became the basis of a series of curriculum guides in math, science, social studies and English:

Following directions;
Developing vocabulary skills;
Understanding main ideas;

Drawing Conclusions;
Comparing/contrasting;
Understanding cause/effect;
Making inferences;

Outlining;
Note-taking, and
Survey, Questions, Read, Recite and Review (SQ3R).

A group of teachers worked after school to develop lessons for each of the skills in two strands: one for upper-level students and one for lower-level students. Lessons were piloted, modified and incorporated into the secondary curriculum. The curriculum guides provide suggested teaching strategies and student activities, designed to merge instructional strategies and content.

"The most important aspect of the program is the transfer stage. Once students have grasped the skills taught, they need to reinforce and practice them as often as possible when applicable to daily content lessons."

ESL Program

The district has 3,000 limited English proficient students of whom 250 are migrant education students. Many of their parents work in the fishing and forestry industries. A resource center funded with Chapter 1 money and staffed with three resource teachers provides supplemental assessment and placement services after registration by the LEA. It is located in a school which is in a predominantly Hispanic community. Over 750 new LEP students were registered there in the fall of 1984.

Primary funding for bilingual/ESL instruction is provided by the LEA. However, two secondary school projects, Project PRAISE in the high school and Project TEMPO in the middle school, are funded by Title VII grants.

Project PRAISE, a comprehensive innovative bilingual education program, is designed to meet the needs of illiterate Indochinese refugee students at the secondary level. It is developed around three curriculum strands: Independent Living Skills, Career Education and Applied Academics.

Project TEMPO is a computer-assisted instruction program for limited English proficient students in grades five-eight. Students receive instruction in language, reading, math, science and social studies. Courses in survival skills and career exploration are also provided.

CENTRAL HIGH SCHOOL

Central High School's diverse student population of approximately 2,000 includes 56 different language groups. Enrollment in 1984-85 was 1,823.

Approximately 60 percent of the students come from minority backgrounds. The largest minority group, 46 percent, is black. Hispanics, the second largest minority, account for 14 percent.

Principal Arthur Zarrella describes the building as the second oldest high school building in operation in Providence. It was built in 1928. It is located in a campus-like setting next door to the vocational school and Classical High School, a magnet school for academic students.

In the 1970s and early 1980s Central High School was a classic case of an urban high school in decay. It had a reputation as a "feeding ground" for interracial tensions. Thirty percent of Central's students came from low income families. Violence erupted regularly. Discipline was a serious problem. Class cutting, poor attendance and low student achievement were the norm. Lack of communication between school and parents was a serious problem compounded by the fact that a large percentage of parents were recent immigrants. In sum, according to Arthur Zarrella, students at Central had the perception that "they were going to the 'baddest' school in the state."

Because of these conditions, Central High School was eligible to participate in the Ford Foundation Urban Crisis High School Recognition Program. The program is specifically designed to help urban high schools confronting problems of physical deterioration, large immigrant populations, impoverished communities, racial tension and frequent outbreaks of violence. Initially, Central High School received a nominal sum from the Ford Foundation which made it eligible for additional money.

In 1982, based on the results of the first award, Central High School was awarded $20,000 to continue to improve the quality of education and student life in the school. The present program is based on a school/community collaboration model. The overall goal is to increase students' abilities to learn and achieve. The intermediate goals are to create a positive school atmosphere and improve the students' image of themselves and of the school.

Four areas of emphasis include:

- Providing open access to members of the community;
- Encouraging and aggressively seeking participation of recent immigrants with children who are first entering school;
- Developing methods to increase all parents' awareness of their children's academic needs and potential; and
- Increasing parents' and students' knowledge of postsecondary education or career opportunities.

In addition to these four areas of general focus, the project involves five specific activities:

- Checking attendance and class cutting;
- Establishing a child/parent advocate group to work with the administration;
- Counseling;
- Orienting newcomers to the school community; and
- Providing information regarding post-secondary options and opportunities.

As a result of participation in the project, Central High is now enjoying a growing reputation as an effective school. Additional educational improvement opportunities are becoming available as local and national organizations respond to Central's new image. There is also a renewed awareness of the importance of image. When the school received the money, a student said, "the students saw that as **a statement from the community that they were worth something**. Students began to react to themselves with greater pride." The program provided avenues of opportunity for that renewed energy.

The school now has three magnet programs: Government and Law, a college preparatory program for students majoring in civics, Times^2 a college preparatory program for students majoring in engineering, and Business, for co-op students whose schedules are divided between the Vocational Technical School and Central High School.

"This year, for the first time, there was a waiting list of students who want to attend school here," noted the principal. More importantly, Arthur Zarella himself is credited with the success of the program. A soft-spoken man with a definite vision of what the school should accomplish, he speaks proudly of Central High's achievements. One gets the impression that the changes would have happened even without the help of the Ford Foundation.

"I don't wait for the board to fund special projects," he said. **"If there is a need, I go directly to the city and business groups and ask for their cooperation."**

This willingness to tap the resources of the community has paid off handsomely. The school is well kept. The halls are quiet, and all the teachers appear to work well together. A handbook describing the project notes :

> **"The success of this project is due to the hard work and enthusiasm of the principal, Arthur Zarrella, and his ability to work closely and compatibly with parents, community and students. The basic trust and credibility which he has engendered during the last eight years were the springboard from which the project took off. With the funds from the Ford Foundation, the principal could then translate his knowledge and capacity into an operational program."**

As a result of the school's new image, the principal has been asked to make presentations about the program to parent groups from the four feeder middle schools in the district as well as to the principals of Providence's two other high schools. He has also spoken at a number of national and regional conferences about his school. He summed up progress made at Central High School so far by saying:

"We feel that we've turned the corner and are on the way to becoming a respected school."

Successful outcomes resulting from the Ford Foundation project include:

- School attendance improved by 10 percent;
- Drop-out rate reduced to 22 percent from a high of 31 percent;
- Extracurricular activities based upon student interest; and
- A structure for continual communication, growth and change.

Chapter 1 Reading Program

It is in this rejuvenated and exciting school climate that the Chapter 1 reading program operates. The primary objective of the high school Chapter 1 reading program is to provide students with the reading skills necessary to function in a high school setting. A secondary objective is to instill in students a desire for reading which reaches beyond the school into life situations.

All students functioning below the 20th percentile on the California Test of Basic Skills are eligible for the program.

The high school has three reading specialists who served 100 students in 1984-85. Each teacher has five classes of 20 students or less. The classes meet daily for 55 minutes. Students receive credit for the course.

Direct classroom instruction is supplemented in a computer laboratory equipped with eight computers which are tied to a mainframe. Students use the computers on a rotating basis, 50 minutes per week.

Focus on: Computer-assisted Instruction

Students in computer-assisted instruction are in an instructional setting that is analogous to being in a class of one, working at a level unique to one's own ability. When a student finishes a session, another student can sign on at the same terminal.

The level of instruction is adjusted individually by specific skill areas, taking into account a student's varying abilities. The course is organized by strands, which are sequences of graduated exercises in each skill area. As a student's performance improves in one strand, the computer will raise the difficulty of exercises in that strand. In each ten-to-twenty minute session of a course, the student works in a variety of strands, each adjusted separately. This particular research-based strategy of providing brief periods of concentrated, mixed drill accelerates learning and increases long-term retention much more than practice in a single skill area.

The computer continually updates its records of each student's performance, so each session matches the student's current achievement level.

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Summary

The Chapter 1 reading program is the cornerstone of a districtwide educational improvement effort. With administrative support at all levels, a number of innovations which originated in the Chapter 1 program have been adopted throughout the district.

For example:

- The idea of building-level and districtwide Parent Advisory Councils (PACs), formerly mandated by Chapter 1 regulations, has been adopted by parents of special education students.

- "We are able to do things with federal funds that we weren't able to do with local funds," said Richard Curran. "We meet with teachers to discuss changes in models based on their stated needs. Often it stems from seeing Chapter 1 teachers having success with it."

- The student alternative learning program and the special education program both started under Chapter 1.

"We use federal funds to <u>try</u> things and hope they become implemented throughout the district. We firmly believe we should be into innovation and developing new and exciting things. Once they're in place, we want to pull out and let the district take over," said Curran.

DISTRICTWIDE READING EMPHASIS

LOUIS E. DIERUFF HIGH SCHOOL
AND
RAUB MIDDLE SCHOOL

ALLENTOWN, PENNSYLVANIA

"It is not how much we have but how much we enjoy that makes happiness."
(Sign in the principal's office, Raub Middle School)

Community

The Allentown area ranks just below the Philadelphia and Pittsburgh areas as a major center of industry in Pennsylvania. Its major products include machinery, tools, cement, motor trucks, electrical appliances, gas generating equipment, foodstuff, textiles and shoes. Nationally known firms located there include Mack Trucks, A T & T, General Electric, Air Products and Chemicals, Alpo, and Krafts products.

The city is an interesting and pleasant blend of past and present. Rows of Victorian townhouses and mansions stand along the tree-lined streets, while new apartment complexes and shopping centers ring the outlying areas.

* * * * * *

Districtwide Initiative

With a population of 110,000, Allentown has the third largest school district in Pennsylvania. It consist of 14 elementary schools, four middle schools and two high schools. In 1986, the district began a three-year effort to overhaul the reading curriculum, K-12.

"We have made a commitment to concentrate on developing a specific structure and implementing a management system for the reading program," explained Dr. William Stoutenburg, Superintendent of the Allentown School District. **"Without Chapter 1, we could not possibly accomplish what we are doing."**

A major component in the districtwide initiative is the placement of reading specialists in each of the secondary schools. Their primary responsibilities are to act as diagnosticians and to work closely with classroom teachers setting up reading programs based upon student needs. They also teach reading and study skills.

The programs at the four middle schools and the two high schools are the cornerstones of an effort to complete basic skills remediation for students by the time they reach the 10th grade. With the full support of the administration, teachers, and parents, expectations are high for this year.

"We have made a commitment to get them by the ninth grade. It is our opinion that it is impossible to run a continuous corrective program beyond the ninth grade," said Dr. Stoutenburg, describing the goals of the program."

"The best program, of course, is a preventative one," said the superintendent, "but we can't succeed with everyone in that kind of program. So the emphasis has been on a management system that sets high expectations for students at the secondary level. It is hoped that a "trickle down" effect, using a districtwide syllabus for reading, will alert the elementary teachers to the standards and goals we've set."

Two schools, Raub Middle School and Dieruff High School, were selected for close examination as representative of the district's effort to upgrade the reading program. Both schools have integrated their Chapter 1 programs into the total school curriculum.

DIERUFF HIGH SCHOOL

Clean, tranquil halls with attractive, creative bulletin boards and display cases greet visitors at Dieruff High. It is a school with a positive image. An outstanding school newspaper which has won national, state and local awards, contributes to that image. In 1982 Dieruff High School received national recognition from Phi Delta Kappa for its "exemplary discipline program."

"Although there are still students who need an attitude adjustment, the majority of our students have developed a pride in the Dieruff community which has resulted in significant academic and athletic achievement," said Sandra Halod, assistant principal.

In the past 13 years, Dieruff has experienced a rapid change in the composition of its student body. During that time, the minority population has tripled. Not only has there been an increase in the number of blacks and Hispanics in the school, but also in the number of students from foreign countries. There are students from over 20 countries, some from as far away as Hong Kong, Kuwait and Poland. Presently, the student body is one percent American Indian, five percent Arabic, nine percent black, 70 percent Anglo-Saxon, 12 percent Hispanic and three percent Asian. Yet, a visitor will not find the kind of tension among ethnic groups that is common in schools located in larger cities with similarly diverse student backgrounds. Students of all backgrounds can be observed studying together in the library as well as playing hard at games in the gym.

Dr. Patricia Rizzotto Moore, ESOL Supervisor in the district, attributes the positive human relations that exist at the school to three things: common goals, outstanding leaders and an attitude of liking other people.

"Clearly, the most important goal for the students here is receiving an education. Students seem to realize that their school is a place to learn, not a place to bring problems from the outside."

In order to maintain goals, it is important that student leaders set the appropriate example for others to follow.

"Countless leaders have emerged over the years at Dieruff, and they have come from all backgrounds," said Dr. Moore. It is this daily reinforcement of expectations which has made Dieruff a fine example of human relations. For example, the class of '82 compiled a book of Recipes From Around the World to celebrate the diversity in student backgrounds. "Huskie Talk" a newsletter sent home to parents is translated into four languages - English, Spanish, Syrian Arabic, and Vietnamese. It informs parents of the happenings of the school and of rules and regulations pertinent to the students. More importantly, the multi-language format also communicates to parents and the community a recognition of and respect for the diverse backgrounds of the student body.

The Chapter I Reading Program

At Dieruff High School the Chapter 1 program is well integrated into the total school curriculum because all of the teachers were a part of the planning process to improve reading achievement. Kathryn Del Viscio, reading supervisor, invited and received input from them.

"If you don't listen to teachers you're missing the boat," said Michael Meilinger, the high school principal. Approximately 80-90 students in grades nine through 12 are currently being served in that school. Reading I and English classes are scheduled back-to-back for ninth grade Chapter 1 students. Teachers coordinate instruction in the two courses. It is this type of coordinated effort to which they attribute the improvement in the reading skills of their students.

Donna Pinsley, a reading teacher, explained that the major goal of the program at the high school is to have students improve their reading skills to a level which would enable them to succeed in their regular courses. She has found that many of her foreign-born students have not had many of the experiences which are assumed by the authors of the textbooks used in the school.

"I brought in a bucket of shells one day and I watched one student spend 10 minutes simply handling and 'discovering' the properties of seashells."

Because of this need, the reading teachers have supplemented their commercially produced reading texts with a wide variety of materials taken from "real life" situations. For example, in the reading lab, a class was observed reading a menu from a local restaurant. The teacher was leading the class in a discussion on the meaning of the word "parfait." This was followed by a discussion of the proper method of cooking and eating "lobster tail." The classroom was alive with colorful bulletin boards filled with interesting things to read. "We bombard the kids with reading," said Donna Pinsley.

On one bulletin board were pretty heart-shaped valentines designed to attract student attention. Each had a trivia question inside for students to read. Another attractive bulletin board had a display of biographies to commemorate Black History month.

In addition to filling the classroom with interesting and attractive displays, teachers have developed a number of reading activities which motivate students and encourage them to read. Examples include: "word of the day," visual and auditory memory games, a "mad minute" reading activity, and a monthly book report limited to a 4x6 card.

The "mad minute" is a 250-word short-story that must be read in 60 seconds. The students then have 10 comprehension questions to answer. In order to pass, students must answer 80 percent of the questions correctly. This is a daily activity. The book report consists of statements about plot, characterization and theme, but must be limited to what can be written on a 4x6 card. Students find these exercises extremely challenging.

"**Many of the students become so involved in the wealth of interesting reading activities available to them in the room that they ask to be allowed to return to the lab during their study halls**," said Donna Pinsley.

A follow-up course to Reading I was implemented for the first time in 1984-85. The course is entitled "Study Skills and Strategies" and is designed for 10th graders. "**The study skills emphasis is the next logical step after reading**," explained Kathryn Del Viscio, district reading supervisor. "In addition to reading skills, techniques that facilitate the optimal use of study sessions are also an integral part of the course. Instructions in these techniques insure that students become skilled at setting goals for study sessions, employing time management techniques, distinguishing factors that contribute to and interfere with concentration, utilizing memory-improvement techniques, organizing ideas gained from printed sources, preparing for and taking tests."

The course was developed by Peter Santa Maria and other district reading teachers. Recognition of the increasing demands placed on students by the high school curriculum provided the primary impetus. Peter Santa Maria also teaches the course. In his lessons he emphasizes the immediate and long-range value of mastering and applying study skills.

"Secondary school reading tasks are quite strenuous. Expanded homework and independent reading assignments require students to function as mature readers in order to gain information from printed sources," said Kathryn Del Viscio.

RAUB MIDDLE SCHOOL

Raub Middle School enrolled 700 students in grades six through eight in 1984-85. The student population is presently in transition; from predominantly upper-middle income to one with more students of lower-income backgrounds. Ethnically, the student body is mixed. It is 10 percent black, 18 percent Hispanic and two to three percent Asian.

The Reading Program

The Chapter 1 program is an integral part of the plan to upgrade remedial reading at the middle school level. The principal, Robert N. Doran, has taken charge of an effort to introduce computers into all curriculum areas. For this reason, the Chapter 1 computer-assisted reading program fits in very well with the new curriculum innovations at the school.

The school served about 150 students in a Random House High Intensity Learning System (HILS) laboratory. Sixth graders are scheduled three times a week for skill development. Seventh and eighth graders develop reading skills and computer literacy through the computer-assisted instruction program.

After 10 years of teaching in a traditional reading lab, Carol Baker, the reading specialist, devoted most of summer of 1984 to converting her reading center into a Random House High Intensity Learning System (HILS) laboratory. She finds the program to be "well rounded," and says, "The children love it."

Because the staff visit occurred during the first year of the program's implementation in 1984-85, annual achievement test results were not available. However, parents had already reported their satisfaction with the improvement they have observed in their children.

It seems everyone is pleased so far with the results of the program. The principal, commenting on teacher commitment to it, said, "Carol gave up her summer and her free periods to set up the program." He admitted that he was a little hesitant about the program initially. However, it is obvious that he has since become a total convert. "I haven't seen five kids all year for disciplinary reasons from that lab. I see real growth for the kids in the lab situation. It's over-crowded. I could use a room twice that size and 10 more people. Kathryn Del Viscio added, **"As a supervisor I like it, [the program] because in addition to incorporating a management system, it allows a lot of room for teacher creativity."**

Summary:

Allentown has made substantial progress in providing districtwide support for the implementation of a management system to upgrade the Chapter 1 program. Observations at Raub Middle School and Dieruff High School indicate that there is substantial justification for the optimism and enthusiasm evident there. The superintendent, principals, reading specialists, classroom teachers and parents in both schools have all expressed their satisfaction with and commitment to the new program. This type of support should facilitate continuing efforts to refine and develop the program. The staff expects test scores, at the end of 1985 and in the coming years, to reflect the results of this improvement effort.

REMEDIAL READING PROGRAM COORDINATED WITH THE ENGLISH PROGRAM

FALLS CHURCH HIGH SCHOOL
J.E.B. STUART HIGH SCHOOL

FAIRFAX COUNTY, VIRGINIA

Community

Fairfax County, located in the northeast corner of Virginia, is part of the Washington, D.C., metropolitan area. It covers 399 square miles and has a population of 650,000. Exceptional cultural, educational, and recreational opportunities have encouraged thousands of companies to locate in the area. As a result, it is made up of many rapidly growing upper-middle class communities. Eighty-nine percent of the adult population have completed high school and 42 percent have completed four or more years of college.

The region has a distinctly cosmopolitan character because people from all over the world as well as the rest of the nation have settled there. Scattered throughout the county, however, are small, isolated pockets of poverty. Approximately 19.5 percent of the population are minorities: 8.5 percent black; eight percent Asian; and 3.5 percent Hispanic.

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District Background

The Fairfax County Public School system, with 159 schools and 129,000 students enrolled, is the tenth largest school district in the United States. The system is proud of its high test scores and reputation for academic excellence. Fairfax students score well above the national average on the Science Research Associates (SRA) Achievement Test. Moreover, this year's scores improved over last year's with fourth, sixth and eighth grades placing at the 79th percentile and 11th graders at the 77th percentile.

The district recently unveiled a long-range plan aimed at improving the achievement of the county's black and Hispanic students by spending $500,000 on new instructional programs, most of it in schools with concentrations of minority and low-income students. This effort came about as a result of a study which showed that, despite the outstanding districtwide achievement scores, black and Hispanic students in the district consistently fall behind their white and Asian classmates on all indicators of achievement. The plan calls for giving financial bonuses to teachers of low-achievers, more courses to help instructors work with low-income minority students and placing extra staff, including counselors, in schools with large numbers of low-achievers.

J.E.B. Stuart and Falls Church High Schools draw their students from neighborhoods with low-income families. As a result, they are the only two high schools, of 23 in the county, which have Chapter 1 programs.

Chapter 1 Program

The Chapter 1 program was developed as an alternative to an elective reading course. Students who score below the 40th percentile on the California Achievement Test, are eligible to participate. The majority of those identified for the program are ninth graders. A total of 90 students are served by the Chapter 1 program in two high schools, approximately 45 students in each building.

J.E.B. STUART HIGH SCHOOL

School Background

J.E.B. Stuart's 1,545 students come from diverse family backgrounds. Students from 65 countries, representing 46 languages, attend the school. Ten percent of the students are black, 23 percent Asian and 11 percent Hispanic. Approximately 18 percent are eligible for the reduced/free lunch program.

Under the leadership of a dynamic and creative principal, Glynn Bates, the school climate has improved dramatically in recent years. Prior to 1982, the school had some very serious discipline problems. Compounding the situation were serious group conflicts among the diverse populations represented in the student body.

A number of steps were taken to defuse the situation. One was to recruit staff members with expertise and experience in conflict resolution. A Vietnamese administrator and several resource teachers were hired to work with underachieving students on study skills. They also provided counseling in the areas of suicide prevention and job placement.

Chapter 1 teachers volunteered to hold after school rap sessions with students to help relieve racial tensions. Administrators and teachers made visits to students' homes at night and sent letters home in appropriate languages in order to establish contact with parents.

A student-oriented community relations group, Students Against a Violent Environment **(SAVE)**, was organized as a vehicle to resolve group conflicts. One of their most impressive projects was the designing and planting of an Oriental garden in the school's courtyard. The project was the result of the collective efforts of the entire group. The students continue to maintain it as an ongoing activity. All of these efforts have gone a long way towards improving the climate of the school.

Chapter 1 Program

Ninth and tenth grade students are homogeneously grouped for English on the basis of their standardized test scores. Students scoring below the 40th percentile on the Metropolitan Achievement Test are scheduled into alternative English classes.

Ginny Buffoni, the Chapter 1 teacher, provides reading instruction three days a week in a communications center for these students. She follows the regular English curriculum but incorporates instruction in reading and writing skills across content areas. Two days a week she goes into the alternative English classes to work with students individually on an "as needed" basis.

The Chapter 1 teacher works with four other English teachers. **"Excellent cooperation from English teachers is the basis of our success,"** she explained. The teachers coordinate their instruction by planning two-week blocks of time together. All classes are using the Barnell Loft materials. They are also working on specific reading skills in the literature program. Periodically, Ginny Buffoni and one of the other English teachers will combine classes and team teach.

"The program is often seen as a last-ditch effort for high school kids to catch up," she said. "Because of the concentrated effort they receive while in this program, many students are able to catch up with their classmates very quickly. Approximately one-third of the ninth graders will be recommended for regular English classes after only one year in the program. "In fact, we have had some delightful success stories," she added. "One Chapter 1 student went on to make the National Honor Society after leaving the program."

FALLS CHURCH HIGH SCHOOL

Background

Located in an area of declining enrollment, Falls Church has 1,630 students. The student population is 20 percent Asian, nine percent black and 4.5 percent Hispanic. Fourteen percent are eligible for the free/reduced lunch program.

The school has a strong academic program and a low (3.2 percent) dropout rate. Edward Ryan, the principal, said that the Chapter 1 program and the work-release program were both very helpful in preventing students from dropping out of school. Approximately, 55 percent of its graduates go on to four-year colleges. However, this is the lowest percentage of high school students going on for post-high school education in the county.

High average daily attendance rates (93 percent, up from 87 percent only three years ago) are credited to a strict attendance policy which was recently implemented. A newly installed computerized phone system calls the homes of absent students to notify parents. Additionally, students who accumulate three unexcused absences in a one-year course class, will fail the course. Two unexcused late arrivals to class are considered an absence. Mr. Ryan also reported that he has been very successful with a drug education program for the students.

Commenting on the academic climate of the school, the principal said, **"This is a relaxed but controlled learning environment. We have a strong teaching and administrative staff, and that makes all the difference. We enjoy working with the diverse mix of kids that make up the student body here. Around here one could die of a lot of things, but boredom will never be one of them."**

Chapter 1 Program

The Chapter 1 program includes three ninth grade classes and one 10th grade class. The Chapter 1 teacher works with the English teacher and the world geography teacher to coordinate the reading program with instruction in their classes. Ninth grade students have English and geography classes back-to-back. The Chapter 1 teacher goes into the classroom to help students with homework assignments and study skills. Her primary emphasis is on writing skills and reading comprehension. Periodically, she teaches demonstration lessons.

The major strength of the program is the instructional emphasis on comprehension. Additionally, the cooperation between the Chapter 1 teacher and other classroom teachers provides one coordinated instructional plan for students, allowing them to succeed.

Indicators of Effectiveness

Evaluation results reveal NCE gains above the national average for ninth grade BSI students during the three years 1983-1985. Above average results were also reported for 10th grade students in 1983. After a disappointing year in 1984, 10th grade students rebounded in 1985 with NCE gains of 11.8. (See Table 1)

TABLE 1

Fairfax County School System

Metropolitan Achievement Test
Reading Comprehension
NCE Gains

	1982-83	1983-84	1984-85
Grade 9	10.7	8.6	7.0
Grade 10	14.7	4.6	11.8
	n=68	n=90	n=48

Source: Fairfax County School District

CHAPTER I PROGRAM DIRECTOR USING RESOURCES CREATIVELY

WAYNE TOWNSHIP PUBLIC SCHOOLS

WAYNE, NEW JERSEY

Community

Wayne Township is a pleasant residential suburb of 46,464 people. It is the hub of a group of towns with a total population over 192,000. The Wayne area encompasses eight municipalities; Passaic, Morris, Lincoln Park, Little Fall, Pequannock/Pompton Plains, Pompton Lakes, Totowa and West Paterson. If the cities of Paterson, Passaic and Clifton, located within a five mile radius, are included, the total population in the area is over 525,000. Wayne is approximately 16 miles west of New York City and 14 miles northwest of Newark, New Jersey. Most residents live in well-kept, one-family houses, ranging from modest to luxurious. Pockets of wealth and poverty also exist in Wayne. Construction of new single-family housing is evident throughout Wayne Township. School staff report that most of the newcomers seem to be professionals.

* * * * * *

District Background

Wayne School District, the fifteenth largest district in New Jersey, is considered by community residents to be among the best in the country. It enrolls 8,000 students in eight elementary schools, two junior high schools, and two senior high schools. Each high school has approximately 1,000 students.

A comprehensive effort has been made at the secondary level to provide an education appropriate for all types of students, whether they are bound for college, industry, trades or business. "Tailor-Made Programs" in the high schools are the stepping stones to these endeavors. Wayne's two high schools also offer a wide variety of co-curricular activities. In addition, a summer school provides remedial and enrichment opportunities not only for Wayne students but also for those from other communities, who are accepted on a tuition basis.

Basic Skills Improvement Program (BSIP) K-12

"In this program the kids come first."
(Mary Jo Clegg, Basic Skills Director)

"The Basic Skills Improvement Program relies on the opinion that the genesis of all learning is the acquisition of basic skills. New ideas and academic creativity will not be born in a vacuum. It is our responsibility to encourage originality and provide our students with the necessary skills with which to explore new horizons and build a better world. We in the Basic Skills Program believe we are supplying the initial thrust which is designed to assist our students as they aim to reach their individual potential and lifelong goals," she said.

Mary Jo Clegg, who has been credited with turning a program which was perceived by teachers as a punishment into a success story, was appointed basic skills coordinator in 1981. Three years later, a program effectiveness study revealed that 84 percent of the basic skills students in the district tested out of the program after one year of instruction.

"Now, teachers **want** to teach BSI classes. We have teachers who are disappointed because they were not assigned to teach a basic skills class," said Mary Jo Clegg. "Teachers are attracted by the small class size, availability of computers for instruction, abundance of instructional materials and computer software, and the spirit of camaraderie among the basic skills staff."

She has high expectations for her students and staff. "It is our belief that kids **can** be taught to write, effectively and enjoyably. We **can** and **will** take on the challenge of creating serious writing experiences in our classrooms."

A deliberate effort is made to help each student develop into a worthwhile, happy, and productive member of society. **"We spend a lot of time building their self-image,"** said the basic skills coordinator. **"We definitely push the positive. When dealing with small groups there is more opportunity to give students the positive feedback they need."**

"Our objective is to make the program as invisible as possible. One way we accomplish this at the secondary level, where students tend to be embarrassed by the label, is to not refer to scheduled classes as BSI."

"I strongly believe that self-esteem and confidence must be developed. Students are encouraged to talk about their feelings and experiences, either in a group setting or on a one-to-one basis. If they lack confidence in their writing abilities they are asked to write in the manner in which they speak, in simple, clear, complete sentences," said Cecile Ross, a BSIP teacher.

The director outlined several factors she felt to be responsible for the success of the program. At the top of her list was the importance of selecting teachers and aides who are sensitive to the needs of the students in the program.

"It is most important to select teachers and aides carefully. We can sit here and talk philosophy all day long and provide all the materials in the world; but if you don't have the right type of teacher, the program will not be effective. I look for sensitivity and compassion when selecting basic skills staff. The good rapport between students and teachers in the program has a positive effect on the entire school climate," she said.

"I wanted to highlight the importance of staff attitudes at a recent staff luncheon," she said. "I presented each member of the basic skills staff with a geranium plant and quoted from Albert Cullum's book, The Geranium on The Windowsill Just Died, but Teacher You Went Right On.

"The purpose of the gift was to signify the sensitivity, warmth and caring nature of the staff."

Another very important success factor is administrative support. Basic skills classes get priority in scheduling. "The principals and vice principals bend over backwards to see to it that we have the things we need," the director said.

When asked to explain why priority is given to the basic skills program, William Megnin, principal of Schuyler-Colfax Middle School, said: "The program has had a positive effect not only on the students receiving the service but on the climate of the entire school. Youngsters who haven't found their niche in school can be the source of discipline problems. The program gives this type of student self-esteem and has a carry-over effect in regular classrooms. I've found that discipline problems are reduced in other classes as a direct result of the BSI program."

Another noteworthy feature of Wayne's Chapter 1 program is the creative way basic skills funds are allocated.

"Other districts use their funds from September to June. We don't use money in June, since usually there is less learning going on then. We give the students a break from basic skills in June and use the money for summer school," the director said. "It's almost like a reward for participating in the program."

In place of basic skills instruction in June, BSI students in grade six to nine are offered summer courses. All students who have not met the minimum state standards on the High School Proficiency Test (HSPT), who have failed a course or missed more than 21 days of school, must attend. Although the program is open to all students, BSI students form the nucleus of the population. Approximately 64 percent of the 145 students enrolled during summer 1985 were BSI students.

An additional advantage of ending the basic skills instructional program in May is that it frees BSI teachers during June for curriculum planning and revision. In June 1985, they developed basic skills reading, language arts and math curriculum guides for grades K-12.

Eligibility for BSI Program

Students are selected for program services through a multiple criteria process that includes standardized test scores and teacher rating scales. The California Achievement Test is used for grades one to 12. The Minimum Basic Skills Test, soon to be replaced by the New Jersey High School Proficiency Test is used in grade nine. This year the district cut-off score was set at the state is minimum level of proficiency. The staff finds teacher rating scales useful in providing sound information regarding program participation and the determination of special needs.

Middle School Program
Grades 6-8

Fifteen district middle school teachers and two full-time aides are jointly responsible for basic skills services in reading, language arts and math. In 1984-85 the program provided 201 students with 200 minutes of instructional time per week in the identified areas.

High School Program
Grades 9-12

Four teachers on 4/5th time were responsible in 1984-85 for servicing the BSI needs of 236 students in grades 9-12 in reading, language arts and math. These positions were upgraded to full-time positions in 1985-86.

Based on scores and diagnostic profiles developed from the New Jersey Minimum Basic Skills Test, the New Jersey High School Proficiency Test, and/or the California Achievement Test, an individual prescription plan is developed for each student to concentrate on his/her particular areas of deficiency.

With the increased amount of teaching time in 1984-85, intense individual attention was given to every student not meeting the state standards for the Minimum Basic Skills Test. Additional instructional time was provided to this select group of students on a one-to-one basis in the area of identified deficiencies. These additional services proved to be most effective, as evidenced by the 100 percent success rate. Each student receiving basic skills services re-tested above the minimum level of proficiency.

Instructional Strategies In Language Arts

Students learn to use an extensive or rich vocabulary by writing sentences, stories, sharing life-experiences and creating poetry. A discussion period precedes each writing activity in order to make students aware that each person has something to tell. When students are past the "draft" stage of a piece of writing, grammar, capitalization, punctuation and spelling are reinforced and stressed.

"During my recent visits to the basic skills classrooms," Mary Jo Clegg wrote in a newsletter to parents and teachers, "I found a myriad of good writing examples on all levels. After carefully analyzing the reasons for what brings about good writing, I found the following to be true:

- The teacher's enthusiasm and respect for good writing is the #1 motivator;
- If students are allowed to communicate orally, they can be convinced that they **do** have something to write;
- Good writing takes discipline and hard work;
- Writing is a process, not just cute ideas or diagramming sentences; and

- Good writing is based on a healthy balance of creativity and technical skills."

In elaborating on the last point she explained:

"It has often been my experience to find either too much emphasis on mechanics or an over-emphasis on imaginative thinking. There should be no conflict between skills and creativity. Good teachers have always seen the need for both."

Most spelling words are taken from previous standardized tests, Scope Magazine, computer software programs such as "Spelling Wiz" and the MECC disk "Spelling," said a high school basic skills teacher.

The words "READ" and "WRITE" are seen throughout the BSIP classroom as a constant reminder to students that language is a vital tool. Students are encouraged to read from a wide variety of materials. They may sign out materials at any time from a classroom library.

Use of Computers in Instruction

The director feels strongly that the microcomputer is the single most effective motivational tool she has employed in the basic skills program. She calls it, "the best thing in education since the pencil."

For the past two years an Apple IIe micro-computer has been available to every basic skills teacher for instruction. The BSIP staff agrees that much of the achievement growth reported is directly related to the implementation of CAI which supplements whole group and small group remedial instruction. For many of the BSIP teachers, the computer has offered a painless and efficient way to reinforce basic skills to reluctant learners. It has become, for many, the most powerful educational tool to be brought into the classroom.

Clegg stressed the importance of building staff confidence, as well as staff skills in microcomputing. Before the program was initiated, many opportunities were provided for each staff member to manipulate the hardware under direct supervision. "The fear of hardware is a major obstacle to getting teachers enthusiastically involved with microcomputing," she said.

She feels the major consideration in deciding on the hardware for any program is to evaluate the compatible software first. "It's the software that determines the success of the instructional program, not the micro."

Summer School

Students are referred for summer school by their teachers. The guidance department sends a letter describing the summer school program to the home of each eligible student. Parents are asked to accept, reject or call and ask for further information.

The summer school is open between June 26 and July 31. Classes run from 8:00 A.M. to 1:00 P.M. daily. Four sessions of one hour and 15 minutes each include courses in English, math, social studies and science.

"Once we have them (students) here, their attendance is unbelievable. We average a 90 percent attendance rate."

Indicators of Effectiveness

BSI students at the middle school level have had high success rates. Over the past three years, an average of seventy-seven percent have tested out of the program by scoring above state minimum standards. At the high school level, the results are even more impressive. Eighty-eight percent tested out of the program after one year.

Summary

Administrators and basic skills staff attribute the success of the program to its coordination under the leadership of the basic skills director, Mary Jo Clegg. Her leadership style is characterized by continuous recognition and acknowledgment of the efforts and teachers and students. Also noteworthy is her creative use of existing resources to provide for staff development, curriculum development, scheduling and a summer school program. Moreover, administrative support has enabled her to continuously improve and upgrade the program.

CHAPTER 1 PROGRAM MODELLED ON PASTORAL CARE

KENNEBUNK HIGH SCHOOL

KENNEBUNK, MAINE

Community

Nestled in a region of quaint village centers, field and forest, salt marsh and sea coast is the Maine School Administrative District No. 71. The communities of Kennebunk, Kennebunkport, Cape Porpoise and Goose Rocks Beach, which comprise the district, have a total of 10,000 permanent residents. The Kennebunk River was once an important ship building site. Tourism and a lively fishing and lobster trade are now the basis of the economy. Because of its proximity to Boston, Kennebunk is also an attractive location for light industry.

* * * * * *

District Background

Maine School Administrative District No. 71 has three elementary schools, one junior high and one senior high school with 1,928 students enrolled. It enjoys the benevolence of a school board so committed to education that they have negotiated contracts with the Kennebunk Education Association in two days.

The administrators work as a mutually supportive team. William Gentile, the principal of Kennebunk High School described the superintendent as an administrator who "models excellence." He in turn was affectionately described by Spencer Trask, chairman of KHS's Chapter 1 Pastoral Care program, as a "slave driver" who leads by example. "Mr. Gentile spends a great deal of time in classrooms observing teachers. He typically completes three to five full period classroom observations for each teacher during the course of a school year," added Spencer Trask.

While reconstructing the events that led to the implementation of a Chapter 1 advisor/advisee program in the high school, Spencer Task recalled the role of a former State Commissioner of Education. "Commissioner Harold Reynolds was very impressed with the success of Pastoral Care programs in England. After researching the model, he introduced the concept to school administrators in Maine."

Focus On: Pastoral Care

Pastoral care is a program designed to address the issue of affective development for young people in secondary schools. Pastoral Care in education means that:

- Education takes place in a genuinely caring atmosphere.
- The administrative structure of the school supports that kind of caring education.
- In addition to the guidance department, there is an unique program of guidance which is worked out between teachers and students.
- There are in-service courses available for the staff dealing with effective counseling techniques.

It is based upon the assumption that emotional or affective growth needs structure and control in a caring educational environment. Pastoral Care in education is therefore about the creation of a caring relationship between one teacher and one class. It requires:

- Support from the principal or other administrative personnel;
- Support from school counselors and content-area teachers; and
- Information which can easily be assembled and transferred in a way which will not burden any teacher and which will not break confidences.

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Kennebunk, Maine
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KENNEBUNK HIGH SCHOOL

Kennebunk High School is located on a 26-acre site. The building, which has recently been renovated and expanded, houses 700 students in grades 9-12. The student population is predominantly middle class, with approximately 16 percent eligible for the free/reduced lunch program. There are 45 classroom teachers, three special education teachers, two guidance counselors, one personal counselor, a librarian, a nurse, and six teacher assistants on the staff.

"Kids have to be ready for the learning experience."

(Spencer Trask)

The Pastoral Care model was adapted by administrators and staff of the high school to meet the needs of students who were having difficulty adjusting to high school life. It was designed for those students who had not adjusted to the loss of the close personal interactions which characterize student/teacher relationships at the elementary level. Because the structure of the high school makes that type of relationship very difficult, a system of advisor/advisee interaction based on the Pastoral Care model was developed and implemented in the high school. Most of the students in the program are former ECIA Chapter 1 students who are having academic problems. Approximately 148 students in grades nine through 12 participated in the program during the 1984-85 school year. This is more than double the number of students served in 1983-84.

Students in the Pastoral Care program are selected on the basis of the following criteria:

- Participation in the elementary or junior high school Chapter 1 program;
- Lack of readiness for departmentalized education;
- Problems at home, e.g., divorce adjustment; parents' marriage trouble; alcoholism; neglect or abuse;
- Academic underachievement; or
- Social and emotional maladjustment.

A review committee consisting of the junior high school counselor and the high school counselor selects students for the program. Many come from single-parent homes, are battered, or have emotional and psychological problems which interfere with the learning process. Approximately seventy percent of the students selected for the program have one or more academic problems.

Program Description

Using an informal format, the program design makes advisers responsible for guiding and encouraging students through personal, social, emotional and academic challenges that arise during the school year. Specifically, the

focus of these interactions is on the discussion of school procedures and regulations as well as academic and social expectations. Students are provided with advisers whose personalities match or complement theirs and whose teaching styles match their learning styles.

The advisers help students with study skills, e.g., organization of homework assignments, note-taking and test-taking strategies. They also serve as a link to services provided by community agencies for such problems as drug abuse or emotional difficulties.

Advisers may meet with their advisees during lunch periods, in the hallways, before and after school, or whenever there is a need. Some students are not even aware that they are in the program. The contact style is determined by the adviser.

"This program formalizes what good teachers have always done," said Trask.

Students in the program are also part of small counseling groups which meet regularly. In the counseling groups students share concerns with others who have similar problems.

Members of the guidance department view themselves as resources for the program. Mr. Richard DeFresne, a guidance counselor who works closely with the advisers, commented, "We see ourselves as resources for the advisers. We make referrals, gather information and initiate conferences which involve parents, guidance staff and students." In explaining why he felt that the program was needed in the school, he said, "The public has an image of the guidance counselor as someone who is expected to know the students. The reality is that this is not possible in a school with a student/counselor ratio of 300-1." When asked whether he felt that the program should be expanded to include more teachers, he responded, "It couldn't include every staff member, because some teachers cannot be trained to provide this type of service. So far, the teachers who are involved in this program are committed either to specific kids or to the concept. Some faculty members would see it as a burden. I believe that over time, an increase in the number of teachers who buy into the concept will become evident."

A key factor in the success of the program is **voluntary** teacher participation. Teachers who expressed an interest in the program were brought in at the beginning of the implementation process. They were also given released time to help plan it. Great care was taken to get voluntary participation, primarily because a previous attempt to implement a counseling program involving teacher participation was unsuccessful. At that time, students were assigned to homeroom teachers, who were given the responsibility of providing counseling services. This program failed because teachers regarded it as a task similar to lunch duty.

Advisors are part of a team which meets every month to discuss problems and plan ways to make the program more effective.

A team approach is used districtwide to carry out numerous other school-related functions. The entire high school staff serves on various issue-related teams such as:

Administrative Team;
District Inservice Committee;
Community Based Learning Team;
Effective School Study Team;
Special Education Management Team;
Drug & Alcohol Abuse Team;
Building In-service Committee;
Advisor/Advisee Team; and
Cultural Arts Team.

A representative from each of these teams serves on the Advisor/Advisee Committee as a resource person to assist when needed with information which may be helpful to students in the Pastoral Care program.

Indicators of Effectiveness

A student who has participated in the program for the past three years described his relationship with his adviser as very close. "I am trying to gradually distance myself from him [adviser] so that it will not be too much of a shock when I leave for college next fall."

He went on to explain how he happened to be in the program. "During my freshman year, I was a real bad pot-head. My home life was almost unbearable. Among the many problems I had to cope with was my sister's alcoholism. Things went from bad to worse. During my sophomore year, she moved out of the house. I was deeply distressed about this and desperately needed someone to talk to. I went to Mr. Foster to talk about my home problems. During the conversation, I broke down. He broke down too. This was a turning point for me. At that moment I realized that someone cared. He recommended an alcohol program for my sister. Within a week, she was admitted into a hospital for treatment."

When asked to speculate on what might have happened to him if there had not been an adviser with whom he could build a trusting relationship he responded, "I wouldn't be here. I wouldn't be alive."

Summary

District Superintendent Leo Martin, is totally supportive of the program:

> **While all team members could relate very positive experiences that they have had with their advisees, probably none remains more vivid to me than the one I personally witnessed. An advisee of another team member, in recovering from severe alcoholism, took it upon himself to play a role in the recovery of one of his friends who had a similar problem. It would seem that the role we play as advisors can have a significant effect on a greater segment of our student population than only those formally assigned as advisees.**

The superintendent also commented on two shortcomings of the program:

- Inadequate time for team members to meet and discuss their mutual problems and experiences. Team members are in such demand for other responsibilities that it is nearly impossible to schedule meetings with the entire team present.

- To be really effective, I would recommend that this program be implemented at an earlier grade level. Many of the problems we are encountering originate much earlier in the student's life than his or her high school years. With many of our advisees, what was a minor problem has now become a major stumbling block or a daily ritual.

CHAPTER 3

CURRICULUM MANAGEMENT AND MONITORING SYSTEM

CHAPTER 3

CURRICULUM MANAGEMENT AND MONITORING SYSTEMS

Definition

Curriculum management is a system of roles and procedures designed to ensure that the written curriculum which has been officially adopted is taught, that the taught curriculum is tested, and that test results are used to fine-tune curriculum and instruction.

Summary of Research

The literature of curriculum, curriculum planning, and curriculum development has traditionally described the four elements of a well-defined skills program (e.g., instructional objectives, assessment procedures, instructional activities and materials, and student records) and has recommended that these elements be interrelated and aligned. The Instructional Dimensions Study (Brady, et al., 1977) investigated the extent to which districts and schools have well-defined "basic skills" programs. It found that many districts and schools did not have well-developed "basic skills" programs, that frequently the objectives listed in the curriculum guides did not match well with the content of the textbooks and supplementary instructional materials being used, and that neither the objectives nor the content of the textbooks were being fully assessed by year-end achievement tests. The study also established that districts and schools which had their objectives, instructional materials, and tests well-aligned tended to report higher student achievement.

The importance of having a well-defined "basic skills" program is further reinforced by a review of the reading, language arts, and mathematics programs which have been validated by the U.S. Department of Education's Joint Dissemination Review Panel. Most of those validated programs have well-developed skills arrays, instructional activities and methods keyed to those skills, assessment procedures for the program's objectives, and a student progress monitoring and reporting system (Holzman and Boes, 1973). Two commonly used approaches to curriculum management and monitoring include mastery learning and computer-assisted instruction.

Mastery Learning

Mastery learning, a curriculum management system used by many Chapter 1 programs, coordinates the delivery of basic skills instruction with a criterion-referenced testing program. The system incorporates skill sequences, mastery criteria, instructional pacing, and continual performance monitoring. In some districts it is school-based; in others, it is used to coordinate basic skills instruction district-wide.

Mastery learning strategies assume that virtually all students can master a great deal of what they are taught in school if "their instruction is approached systematically, if students are helped when and where they have learning difficulties, if they are given sufficient time to achieve mastery, and if there is a clear criterion of what constitutes mastery." (Bloom in Block, 1976.)

Investigations into the effectiveness of mastery learning programs show significant gains for students, provided the models incorporate instructional features (Levine, et al., 1985).

First, the system must be set up to ensure that students learn the skills and concepts prerequisite to each step in a sequence before moving on to the next one. Secondly, continuous and on-going staff development must be provided. It is also essential that teachers use a variety of high-quality materials. Finally, an effective management system that addresses the needs of high and low-achieving students while providing a means for goal-setting, pacing and monitoring is vital to the successful implementation of mastery learning.

Poorly executed programs have proven to be a disappointment for some districts. A case in point is the Chicago school district. After five years and an investment of nearly $8 million, Chicago has discarded the mastery learning system which bears its name.

George Munz (New York Times, 1985) attributed Chicago's problem with mastery learning to the fact that children in the program were never allowed to read books. A review committee reported that Chicago Mastery Learning workbook materials were emphasized and that very little time was set aside for actual reading from traditional textbooks and literature. After receiving the recommendations of the review committee, Dr. Byrd, Superintendent of Schools, reported "an overreliance on the Chicago Mastery Learning Reading materials to the exclusion of other vital reading/experiencing and that this overemphasis was inhibiting student growth in reading." (New York Times, 1985)

Benjamin Bloom, considered by some to be the father of mastery learning, agreed with this conclusion. "The system became almost too mechanical, with children being taught a set of 'separable skills' that were never applied to anything concrete." (New York Times, 1985).

Computer-assisted Instruction

Many districts with well-aligned district or school-based curriculum management systems use computers to increase the effectiveness of instruction. Others use commercial CAI programs as a way of systematizing the delivery of specific instructional services.

Two major studies provide data to support the effectiveness of computer-based instruction for secondary school students. One is a meta-analysis of 51 independent evaluations of computer-based teaching in grades six through 12; the other is a longitudinal study of computer-assisted instruction conducted by the Educational Testing Service and funded by the National Institute of Education.

Kulik et al. (1983) in "Effects of Computer-Based Teaching on Secondary School Students," found that computer-based teaching raised students' scores on final examinations by approximately .32 standard deviations, or from the 50th to the 63rd percentile. They also reported that computer-based instruction had smaller, positive effects on the scores of follow-up

examinations given to students several months after the completion of instruction. In addition, students who were taught on computer developed very positive attitudes toward the computer and positive attitudes toward the course they were taking. Finally, the computer reduced substantially the amount of time that students needed for learning.

The longitudinal study carried out by ETS was conducted over four years, using materials leased from Computer Curriculum Corporation in Palo Alto, California. Funded by a grant from the National Institute of Education (NIE), the study was designed to determine the effectiveness of computer-assisted instruction (CAI) in compensatory education. The researchers found that:

- CAI was an effective learning aid over the long-term (at least one year) as well as the short-term;
- CAI could be easily replicated;
- Students who had access to the computer for mathematics instruction for 10 minutes a day scored significantly higher than those who did not have such access. Twenty minutes a day doubled the gain;
- Reading and language gains were smaller but consistently positive;

  and

- Students had positive attitudes about the use of the computer for instruction. They reported that they enjoyed the ability to move at their own pace, as well as the lack of embarrassment about mistakes. (Bracey, 1982)

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CASE STUDIES

Many Chapter 1 programs in Region 1 have benefited from the implementation of curriculum management and monitoring systems which emphasize the alignment of curriculum with district testing programs. Most of these systems also have a computer-based component. Administrators, teachers and Chapter 1 directors report that the computer is an excellent tool which is highly effective in motivating students to raise their achievement levels. Additionally, they report that student attitudes toward school improve as they work with computers. Other districts have well-aligned curriculum management and monitoring systems that do not contain a computer-based component.

Elizabeth School District in **New Jersey** implemented an Aligned Skills Mastery Program during the 1982-83 school year. Designed to bridge the gap between the developmental and basic skills programs, it is a structured monitoring and referral system for communication and computation classes, grades six through 12. Reading and math scores have increased dramatically as a result.

In **Pittsburgh, Pennsylvania** a districtwide monitoring system was implemented during the 1981-82 school year. At that time, administrators set a goal of 75 percent of the students scoring at or above the 50th percentile on the CAT in reading, math and language arts by 1986. As part of the process of improving achievement levels, the Chapter 1 program was expanded into the high schools. Two computer-based mastery learning programs were installed in the high schools to help meet the district's goals. They include: Westinghouse Reading Mastery Center and Prescription Learning.

In **Bethlehem, Pennsylvania,** Chapter 1 programs in the two middle schools use High Intensity Learning Systems (HILS) math and reading laboratories. HILS labs can also be used as a computer-based systems approach to incorporate behavioral objectives, criterion assessment, and individualized student prescriptions. Significant reading and math gains by students in the two schools attest to the effectiveness of this approach.

Joseph Jenks Junior High School in **Pawtucket, Rhode Island,** has a CAI program for its Chapter 1 students. Al Mongeau, a Chapter 1 teacher asserts that he has dramatically increased his teaching effectiveness since he implemented a curriculum management system in his reading classes.

New Jersey's Middlesex County's Vocational and Technical Schools, the Elizabeth School District, and Freehold Borough Intermediate School also have computer-based management and monitoring systems. Students in Middlesex County's Vocational and Technical High Schools have shown dramatic increases in their reading and math scores. Students' scores on the Minimum Basic Skill test increased 32.6 points in reading and 30.2 points in math over a six year period between 1979 and 1985.

In **Freehold, New Jersey,** students in the Intermediate School have demonstrated between one to three years growth in communication and computation skills on the Stanford Achievement Tests. These results have been attributed to the recent implementation of a CAI program in that school.

Other districts have achieved significant results by aligning their curriculum with achievement tests without the use of a computer-based component. **Northern Valley Regional School District** in **New Jersey** and the **Hartford School District** in **Connecticut** are two such districts.

An Instructional Council in **Northern Valley Regional School** district works closely with a testing committee reviewing, updating, revising, rewriting and developing curriculum guidelines and materials. Every three years a comprehensive evaluation is completed to determine the adequacy of the district's testing program and the extent to which it is aligned with district objectives. Since the English curriculum was realigned three years ago, the number of students identified as needing compensatory instruction in language arts has decreased by approximately 50 percent.

The New Arrival Center in **Hartford, Connecticut,** is one of the few Chapter 1 programs in the nation where limited English proficiency (LEP) students receive intensive basic skills remediation in their native language before being placed in a bilingual program. Students' language proficiency is carefully assessed in order to insure proper placement in the program. Assessment is also used to develop individualized educational plans and monitor the level of progress for each student. The success of the center in increasing the language proficiency of LEP students and ultimately mainstreaming them has attracted worldwide attention.

Aligned Skills Mastery Program

ELIZABETH HIGH SCHOOL

ELIZABETH, NEW JERSEY

Community

Elizabeth is a flourishing, vigorous urban community. Despite the fact that it is the fourth largest city in the state, Elizabeth has succeeded in avoiding many of the problems which have plagued other large urban centers in New Jersey.

Elizabeth has been, almost from its founding, a successful business and industrial center. Located only 12 miles south of New York, it is a transportation hub. Major highways, airports, railroads, buses, trucking, and ocean shipping are within easy access of the city. It is a bustling seaport with a population of 106,201 people. The location of Elizabeth between New York and Philadelphia has been responsible for the development of the Port Elizabeth Marine Terminal into the largest containership facility in the world.

Elizabeth is also fortunate to have a wide diversity of ethnic groups represented in its population. Approximately 26.6 percent of the city's population is Hispanic and 18.2 percent, black. Among the Hispanics is a large community of Cuban expatriates, who have been credited with restoring a formerly run-down section of the city. Many Portuguese-speaking people as well as native speakers of Italian, Polish, Greek, and Korean live in Elizabeth. Each group makes a unique contribution to the city; together they provide an outstanding reservoir of skills, talents, and abilities.

* * * * * *

District Background

The people of Elizabeth are proud of their public school system. Approximately 15,000 students are enrolled in two high schools, four middle schools, a middle school career center, and 17 elementary schools. Three of the schools, one high school and two elementary schools, operate as community schools. Gifted and Talented programs are available in two alternative elementary schools, the Battin Career Education Center Middle School, and Elizabeth High School.

Chapter 1 Program

"The Management Plan systematizes what a good teacher does anyhow."
(Chapter 1 teacher)

The Aligned Skills Mastery Program was formulated and first implemented during the 1982-83 school year after a series of meetings with content-area teachers and coordinators, resource teachers, consultants, principals, and directors. **"The primary force operating to create change in the district**

was the new high school graduation requirements," says a district administrator. An analysis of recommendations from the entire staff in the district led to the implementation of the new program.

Program Description

The management program is one in which all teachers (developmental, resource, and basic skills staff) take responsibility for basic skills mastery by all students. It attempts to bridge the gap between developmental and basic skills improvement with a structured monitoring and referral system for communication and computation classes, grades six through 12. The Chapter I director, basic skills coordinators, building principals, consultants, resource teachers and classroom teachers are all actively involved in monitoring the progress of each student on a continual basis. Test results are shared and examined by all in an attempt to provide continuous feedback, ensure corrective measures, and monitor the progress of all students in the targeted skill areas.

"The successful implementation of the skill mastery approach is ensured when developmental and remedial staff adopt a dual ownership role. This is accomplished through effective communication and cooperative planning, two essential elements in the district's Aligned Skills Mastery Program."

An underlying assumption of the program is that the majority of students can and will learn each of the essential skills assessed by the district.

Program Objectives

The goal of the program is to ensure that skill deficiencies of students do not go unnoticed or untreated. Elizabeth's Aligned Skills Mastery Program provides many opportunities to alert the teacher to these deficiencies. Proper functioning of this program enables the following objectives to be met:

- Increased communication and computation skills acquisition for all students in grades six through twelve;
- Alignment of district skills arrays and curricula with district and state standardized tests;
- Establishment of continuous articulation between developmental and basic skills improvement curricula;
- Allowance for flexibility in teacher methodology;
- Exposure of students to a variety of teaching modes and learning styles;
- Equalization of learning opportunities for students by increasing time-on-task to compensate for different learning speeds; and

- On-going feedback of students' weaknesses and strengths for corrective instruction.

Instructional Strategies

Developmental teachers are responsible for administering formative assessment tests and updating Individual Skill Sheets with assessment scores. Students demonstrate their mastery of skills by successfully passing a series of formative (short bi-weekly) assessments and summative quarterly cumulative/assessments. These assessments are based on a hierarchy of developmental skills. The selected skills are aligned with three tests administered in the district:

- The New Jersey Minimum Basic Skills Test;
- The New Jersey High School Proficiency Test; and
- The California Achievement Test.

Students demonstrate mastery by obtaining a score of 80 percent or higher on these tests. Students who have not mastered a particular skill are grouped together for reteaching, while the students who exhibit mastery are assigned enrichment work. Students who have not achieved mastery level after reteaching are referred for remedial instruction. The developmental teacher makes the referral.

These sheets are sent to the resource teacher, who sorts the referrals and sends them to the proper remedial teacher. The only time the developmental classroom teacher does not have to group and reteach a skill is when 80 percent or more of the class masters the skill on the first assessment. In this case the developmental teacher may immediately refer the 20 percent who did not obtain mastery.

When remedial teachers receive referral sheets from a resource teacher, they know exactly which students have to be retaught and the specific skills which require remedial instruction. If a student is still encountering difficulty in mastering a skill after this additional time with a remedial teacher, the student is referred back to the resource teacher for one-to-one instruction and consultation. It is possible for a student to be taught a particular skill by three separate teachers using five different instructional methods. Students will have the opportunity to master the skill through:

- general class instruction;
- remedial instruction; or
- one-to-one with the resource teacher.

Paul S. Macciachera, vice principal of Alexander Hamilton Middle School, commented: "When the program started three years ago, there was a backlash from teachers. Now, however, the management program is second nature."

ELIZABETH HIGH SCHOOL

"The Elizabeth High School staff and student body of over 4,000 are continually striving to maintain and develop programs equal to the magnificent physical structure."
(District Administrator)

The sprawling new Elizabeth High School complex was opened in 1977 and "serves as a symbol of the pride the people have in their city." That sense of pride is exemplified by a comment made by Mr. Thomas Petuskey, EHS Basic Skills Coordinator, "The reason buildings in this district look so fine is that they are so well cared for by all. Graffiti are typically removed within an hour."

Elizabeth High School is a community school designed to meet the needs of the entire community. In addition to its regular day-time program, it offers a multiplicity of courses and recreational activities to the adult community. The school is opened nightly all year long.

"The school is a monument to the dedication and determination of school and public officials to provide the finest educational facility in the State of New Jersey," said Mr. Petuskey.

Management Program in the High School

At the high school level, student assessments are made according to prescribed timelines. Developmental math and English teachers employ assessment instruments which measure the targeted skills within the existing curriculum. Reinforcement of skills in the BSI classes is accomplished through the use of a different set of tailored assessments; both developmental and remedial teachers, however, adhere to the same skill sequencing timelines.

Because high school students are given the state graduation tests in the spring, the time for skills remediation at the high school level is relatively brief. During September, a previous version of the state graduation test is administered to students. Results are analyzed by resource staff, and skill priorities are established. Developmental and remedial teachers implement instruction of targeted skills from September to mid-January using formative and summative assessment as benchmarks of student progress. In mid-January, the same graduation test is again administered; results are analyzed and remaining skill deficiencies are treated up to the time of the graduation test in March. During this second cycle of instruction, resource teachers provide tutoring services to students referred by developmental and remedial staff.

In the secondary program, developmental teachers and remedial teachers take prime responsibility for teaching and assessing basic skills. However, each marking period, a group of skills is extrapolated and infused into non-developmental and non-BSI curricula. These "Infusion Skills" may be taught by science, social studies, library or shop teachers, depending on subject availability and type of skill. The skills are selected on the basis of their adaptability for instruction in the content areas. The

selections are made by the resource staff and forwarded to content-area teachers on specially developed skill worksheets. For example, metrics is taught in home economics and science classes, and map reading is covered in social studies.

"I didn't have to spend as much time on metrics, for example, because I knew it was reinforced in other subject areas."
(BSI teacher)

Materials

In the Aligned Skills Mastery Program, teachers have the flexibility of selecting curriculum materials and using techniques which they feel will help students master required skills. Teachers use district curriculum guides, basal readers, math textbooks, and other materials needed to teach the selected skills. District BSI consultants are also available to provide additional materials and teaching strategies for classroom teachers.

Indicators of Effectiveness

The percent of students passing the New Jersey Minimum Basic Skills Test increased by 45, from 41 percent to 86 percent. Math results show a similar increase, rising from 42 percent to 92 percent.

District staff members have been delighted with several other unexpected outcomes, which they attribute to the implementation of their management program. They were pleasantly surprised to find it helpful with the (Special Review Assessment) SRA process. The SRA is a process which provides New Jersey students with the opportunity to demonstrate their mastery of basic skills by an assessment method other than the statewide graduation test. It is available to any student who has satisfied all credit, curriculum, and attendance requirements for high school graduation, but who has not passed the reading, writing and/or mathematics portion of the High School Proficiency test (HSPT) by the end of the eleventh grade. The format is very similar to that of the skill sheets used in the program. As a result, the SRA process no longer presents a problem for district personnel.

"The SRA this time around will be no problem at all," said the basic skills coordinator.

Another advantage is that staff can maintain continuity in recordkeeping and skill instruction, while sixth, seventh and eighth grade students are cycled through the 10 week career program in a magnet school.

Teachers attribute the success of the new management program to the following:

- Resource teachers played pivotal roles in its introduction and solicited input from the instructional staff;

- The superintendent provided and continues to provide strong administrative support. He holds "teacher-input" meetings three times a year and actively seeks feedback from staff;
- The basic skills staff includes experienced teachers; and
- The principals actively cooperate with the program staff.

CHAPTER 1 UNDER THE UMBRELLA OF A DISTRICTWIDE TESTING PROGRAM

PEABODY HIGH SCHOOL
WESTINGHOUSE HIGH SCHOOL
BRASHEAR HIGH SCHOOL

PITTSBURGH, PENNSYLVANIA

Community

Pittsburgh, a city of 450,000 people, is approximately 70 percent white and 30 percent black. As in most large metropolitan cities in the Unites States, it has many different ethnic groups who live in closely knit, clearly delineated ethnic neighborhoods. The two largest groups are German-American and Polish-American. There are many people of Ukranian, Slovakian, Lithuanian, Russian and Greek descent. Rarely do any of these groups venture out of their own neighborhoods into other parts of the city. "There are people in this city who have never crossed the Allegheny River," said Dr. Ann N. Moniot, Assistant Superintendent of Schools, referring to one of the three rivers which flow through the center of town.

* * * * * *

District Background

The school district of Pittsburgh serves 52,000 children. The student population is approximately 60 percent non-white and 40 percent white. Southeast Asians are the newest arrivals in the school district. They presently account for three percent of the student population.

Chapter 1 in Pittsburgh operates under the umbrella of a districtwide monitoring system called Monitoring Achievement in Pittsburgh (MAP). It consists of a sequence of carefully planned steps designed to improve student achievement in mathematics, reading, grammar/composition, and critical thinking/social studies. The district began the implementation process for the MAP project in the spring of 1981. All teachers of these content areas are responsible for teaching the same basic objectives at each grade level. The objectives are aligned with the skills array on the California Achievement Test. Tests were developed by central office staff to help teachers determine how well their students are progressing as each of the objectives is taught. The tests are used diagnostically, i.e., to plan for instruction, and are administered at set intervals during the school year. The intervals vary from four to six times a year depending on the subject area involved. Several forms of each test were prepared for each level of learning so that students do not take the same test more than once. Teachers are evaluated, not on how their students' achievement gains compare with others, but on how well they use test results to plan for instruction. **"We are diagnosing, not testing for the sake of testing,"** said Con Gildea, Chapter 1 program director.

The ultimate goal of the program is to have 75 percent of students scoring above the 50th-percentile on the CAT in reading, math and language arts.

The monitoring system is being implemented in stages. The first component to be put in place was mathematics in May of 1981. Student achievement levels in mathematics are now meeting the goal set by the superintendent. The language arts and reading components were implemented in 1982 and 1983, respectively. Student achievement in these areas has not yet reached the district's goals.

Chapter 1 Program

In order to meet the goals incorporated into the monitoring system, the Chapter 1 program was expanded at the secondary level. Prior to 1980, remedial students were scheduled into English classes With Emphasis on Reading (EWER) in only three of the district's high schools (Brashear-North House, Oliver, and Schenley). At that time, administrators were able to demonstrate a clear need for similar services at the other high schools. A committee was formed to evaluate available commercial reading programs and make recommendations for adoption.

The committee concluded that no single commercial reading program best suited the diverse needs of a district as large as Pittsburgh. For this reason, six different types of reading laboratories are currently in use in the city's secondary schools. Four of these provide computer-assisted instruction, using commercially-prepared software (CAI by Computer Curriculum Corporation, Reading Mastery Center, Prescription Learning Center, and Westinghouse Learning Center). There is also a traditional lab using primarily teacher-prepared material supplemented by commercially produced materials, and a New Century lab. Con Giddea, Pittsburgh's director of Chapter 1 programs, reports that the six different types of reading laboratories provide enough alternatives to meet all the preferences of the reading teachers.

While each of these laboratories is unique in many respects, together they are considered by the district to be an appropriate response to the goals established for the Chapter 1 secondary reading program. Specifically, the district has the responsibility as stated in the agreement approved by the school board. . . "to provide instruction in reading to a group of students who are most likely to drop out of school unless some effort is made to find remedies for their reading difficulties . . . **These laboratories serve as one of the attempts to remedy the reading problems of students at the secondary level.**"

All of the commercial programs employed by the district emphasize individualized instruction. Students are placed at a point in the curricular sequence appropriate for their level of ability, and determined by placement tests supplied by software publishers. Students complete a set of lessons at their own pace and are retested at the end of each set to determine whether further remediation is needed.

The individualization of the instruction is greatly enhanced by staffing policies. Each laboratory has a certified reading specialist as the primary teacher, as well as an educational assistant. This, along with the generally small size of the classes, makes possible the kind of individual attention required by these programs.

Whenever possible reading labs and EWER classes are scheduled back-to-back in order to allow for joint planning between English teachers and Chapter 1 teachers.

Assessment and Placement

Students scoring at the 30th percentile and below on the CAT are eligible for Chapter 1 assistance. At the school level, enrollments are fairly evenly distributed. Most schools serve between five percent and eight percent of their total school population. Two schools, Schenley and South High, serve 12 percent and 11 percent of their school's population, respectively. Districtwide, the grade placement of students shows a predominance of ninth graders (65 percent). This is consistent with the program's goals of specifically addressing the needs of students in this grade. Within schools, however, the grade placement pattern varies considerably. Some (e.g., Allegheny and Carrick) have few or no students in the upper grades, while others (Oliver, Westinghouse) have a much more even distribution of students across grade levels.

PEABODY HIGH SCHOOL

The Chapter 1 program at Peabody school has both a Westinghouse Mastery Center and a traditional reading lab. The principal, Leonard Kubiak, said, **"I'm always amazed when I come in here and see kids raising their hands because they want to read!"** He feels that the rest of the English staff is as impressed with the program as he is. Leonard Kubiak credits the success of the program to the attention given to each of the students. He also feels that the program is working effectively because the teachers are reading specialists.

Kathleen Gensure's reading lab is alive with colorful posters and displays to help motivate the students. Posters honoring the "Student of the Month" have newspaper-type interviews and accompanying snapshots with nicknames for students such as "Hardworking Harry" and "Careful Connie." Students are proud to have their pictures posted. They read and reread the interviews. Mrs. Gensure uses the posters as a vehicle to introduce new vocabulary words. Students are certain to look up or inquire about any words on the posters which they do not understand.

Focus on: Westinghouse Reading Mastery Center

The mastery reading centers are made up of a single continuous curricular sequence through which all students progress. The students in a given class benefit from participation in small groups based upon their location in that sequence. The sequence is divided into two general sections: Basic Skills and Practical Life Skills (PLS). Basic Skills consists of 100 units at 10 levels, while Practical Life Skills is a separate, single level made up of 10 units.

As students finish a unit, all students in the group take a mastery test. Students who fail receive further remediation, while those who pass enter into supplemental enrichment activities. When they complete their respective activities, the entire class moves ahead to the next unit.

Instructional materials are organized in individual lesson books. Each book contains one lesson. There are several books for each unit.

Supplemental materials involve the use of such things as audio tapes, filmstrips, cards and games. These materials are used for enrichment activities which follow each unit. They constitute the major motivational component of the program.

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The reading lab is counted as one elective credit. Students can be referred to the program on the bases of test scores, maturity, performance in other classes or because they are "deemed in need." Letters are sent to parents informing them of their child's placement in the program.

Chapter I teachers share ideas and materials with English teachers. They also work with social studies teachers, incorporating vocabulary words from history classes into their lessons.

In Peabody 20 percent of the ninth and 10th graders (or 150-200 students) are in EWER classes. Charles McNutt, an English teacher who teaches EWER said, "**The lab certainly helps**.

In his class, a mini lesson is posted on the blackboard each day. Students begin working on the lesson as soon as they enter the classroom. This provides direction and motivation for the first five-10 minutes of class. "**With these kids, lack of motivation and apathy are our biggest problems**," said Charles McNutt. Teachers have developed several strategies for dealing with this problem. One is to administer short quizzes. Students who successfully complete four objective type questions on a criterion-referenced test are allowed to play with enrichment games as reward. When students have accumulated 100 points they are allowed to have a "game day."

WESTINGHOUSE HIGH SCHOOL

Westinghouse is located in a low-income neighborhood. It has a student enrollment of 1,090. The school enrollment is 100 percent black. It has been allowed to remain segregated because a Dean of Instruction is assigned to the school to monitor the quality of the academic program. Dr. Marcella DeMarco, the dean of instruction, reported that black students who attend Westinghouse score higher on achievement tests than black students in the district's other schools. The school has two citywide magnet programs: engineering/ technology and banking.

Westinghouse High School has three types of computer labs for Chapter 1 students. Ninth graders are using the Prescription Learning labs. Tenth and eleventh graders are assigned to labs which use a computer-assisted reading instruction program developed by Computer Curriculum Corporation. Seniors are assigned to traditional laboratories which use a combination of commercially-produced and teacher-made materials.

"Students don't always recognize their need for the lab," said Dr. DeMarco, but English teachers see an improvement because the grouping is more homogeneous." Close to one third of the student body are in EWER classes. "Since students realized that so many others were also doing it, I have seen fewer problems than we thought we were going to have."

The MAP - program has focused student attention on the importance of taking the CAT [California Achievement Test]," added Dr. DeMarco. "Students realize they must take it seriously. Some students do well in daily work but fall down on tests." Every student has a folder in English class with the results of last year's CAT score. "**The students are also beginning to recognize how the test is being utilized to plan curriculum**."

Instructional Strategies

In Roslyn Turak's traditional lab for seniors, the curriculum focuses primarily on survival skills. Each student's grade is based on a point system which is set up like a savings account. Students earn credits or debits, depending on the quality of their work. Reading skills are taught with materials on consumer awareness and legal rights. Mrs. Turak feels her class is effective because it is small. The small size of her class allows her to be aware of what each student is doing and to give immediate feedback when needed.

Sherrian Mitchell also feels that her ninth grade Prescription Learning lab is effective because students receive daily feedback. **"It takes a long time to acclimate the students to the routine and the machines, but then they know exactly where they are. And that's a great motivator!"**

Focus on: Prescription Learning

The Prescription Learning Program uses a diagnostic test to develop an individual prescription for each student. After students are tested, they begin to work through a course of study designed to remediate the specific weaknesses identified by the test. The program uses a number of pieces of instructional hardware such as reading machines, tape players, magnetic card readers, and micro-computers. These machines allow students to work independently. The teacher is then free to interact with them individually.

Curriculum is organized into three sequences. Each represents a separate interest level and a range of reading levels. The materials are largely consumable management books for teacher-directed activities.

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Susan Ranker uses CAI developed by Computer Curriculum Corporation. Her 10th grade students' ability levels span eight years. She has found that the computer programs helps her to individualize instruction. Although she has worked in a Prescription Learning Lab and a traditional lab, she feels the computer labs are more effective because prescriptive and diagnostic information is available immediately. "Without watching everyone closely, I know exactly how students are progressing. I also have a computer printout to show to parents. Students work at their own pace. The program individualizes instruction without burdening the teacher and, "I don't have to deal with papers, grades, or dittos. Even though the machines have their little quirks and it takes quite a while to set them up, it is well worth the effort."

BRASHEAR HIGH SCHOOL

Brashear High School is actually two buildings. Two thousand students attend school at Brashear's North House and South House. The student population is 45 percent black, 55 percent white and 10 percent Asian. The principal, Bob Nicklos, likes the Chapter 1 program because, "**Using aides promotes more individualized programming. There are more than ample supplies and materials; our only problem is making sure all identified students get into the program.**" Two hundred and seventy-three students are now being served in Chapter 1 New Century reading labs. "**Because of the labs, there is more individualization in reading than in any other subject in the school.**"

Focus on: New Century Reading Program

The New Century Reading Program is a system of programmed instruction. It consists of individualized reading lessons which are coordinated with audio tapes.

When students enter the program they are tested to determine their level of proficiency. The results of these diagnostic tests are used to place them at the appropriate level in program. Students are given individualized assignments. They work in carrels which are equipped with tape recorders and earphones, completing individualized assignments under the supervision of reading specialists and aides. Most of their assignments are self-correcting.

The materials are structured by a two-point system which is designed to motivate students. When students accumulate a specified number of points they are rewarded with an opportunity to participate in recreational activities, e.g., computer games and free days. Students can also get extra points for completing homework assignments. Other types of rewards include having their pictures taken.

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Georgia Davidson's New Century lab in Brashear's North House services 10th - 12th grade students. Only four students who were in the program in 1983-84 returned in 1984-85 for reading help. The rest passed the test and were mainstreamed.

Lorena Amos, BSI teacher in South House, said of New Century, "I like it because it promotes independence. When students earn enough points they get a free period. After 30 points they get their pictures taken. "This lab really works better than teacher-directed instruction because of the rewards and free periods which students can earn."

On the negative side, she feels that the materials do not offer enough variety. However, she likes the fact that high level skills are emphasized and that students receive immediate feedback. She concluded, **"The most important part is that the city is supplying us with EWER to complement Chapter 1 reading."**

Conclusion:

"No one lab is doing better on the whole than the others in terms of student achievement," said Con Gildea. "However, within each group of reading programs, there are particularly effective teachers whose students are achieving better than most."

On the whole, the district is making progress in improving student academic achievement. Among the indicators of that progress are:

- The districtwide dropout rate has declined from 30 percent to 20 percent in three years.
- The rate of ninth grade retentions has declined from 34 percent to 14 percent in two years. On the last CAT, 49 percent of Brashear students scored at grade level or above in reading.
- Standardized test results show increases in grade placement on a total reading battery at all schools following participation in the Chapter 1 program.

STRONG CURRICULUM MANAGEMENT AND MONITORING EMPHASIS

NORTHERN VALLEY REGIONAL HIGH SCHOOL

OLD TAPPAN, NEW JERSEY
DEMAREST, NEW JERSEY

Community

The Northern Valley Regional High School area consists of seven suburban communities of approximately 35,000 people living in single-family homes. The Demarest/Old Tappan area, served by Northern Valley Regional High School, is a stable, predominantly upper middle-income community. Most residents live in single-family homes. Recent demographic data show a substantial number of Asian families, primarily Korean. Evident also is a decline in the number of young, child-rearing families moving into the district. This trend has been attributed to the high price of resale homes. These changes have not altered community characteristics, however.

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District Background

The district has 2,100 students attending two high schools. Ninety percent of the students are white, seven percent Asian, two percent Hispanic and one percent black. Approximately one percent of the students come from low-income families. Enrollment is down from a high of 3,200 in 1977-78. Declining enrollment, however, has not affected the district's commitment to education. Despite the loss of students, programs have not been cut nor has the staff been reduced drastically. A great deal of effort has been put into maintaining the high quality of course offerings and reassigning staff in ways that enhance the district's educational program. For example, class sizes have been reduced and teachers reassigned to provide individualized instruction in a laboratory setting. The number of elective courses offered to students has also dramatically increased.

NORTHERN VALLEY REGIONAL HIGH SCHOOL - OLD TAPPAN, NEW JERSEY

Northern Valley Regional High School in Old Tappan is a modern two-story building in a parklike setting of shade trees, green lawns, and walkways. Because the majority of students plan to attend college, emphasis is on the traditional college preparatory program. Additionally, the school has an array of advanced academic and special-interest courses, a work-study and a vocational education program.

The strong academic orientation of the school and its emphasis on developmental basic skills insure that the majority of students will not require compensatory instruction. This academic strength, however, is the very aspect which has created some problems for the BSI staff. BSI students are so much in the minority (about two percent) that staff members must address their needs with utmost tact and delicacy to avoid stigmatizing them. For this reason, BSI teachers are selected for their sensitivity to this problem.

"Anyone teaching in this program must first convince students that it will be helpful and that they should be there," says John Conlon, Guidance Director. "That's why we must have understanding teachers. And we do. That's the strongest feature of our program."

Another strong feature of this program is also a strength of the total high school program: its curriculum management system, under the leadership of Dr. Edward Ciccoricco, Director of Curriculum and Instruction.

Curriculum development is ongoing. K-12 staff are represented on the Instructional Council, which works hand-in-hand with the Testing Committee, also made up of representatives from throughout the district. The Instructional Council works continuously - reviewing, updating, revising, rewriting and developing curriculum guidelines and materials. "Every three years, we take a strong look at our Valleywide testing. At that point, we determine whether or not the results are acceptable. We also decide if the testing program is measuring the skills and content appropriate to our needs," says Dr. Ciccoricco. As a result of the review process, the district has developed a series of criterion-referenced tests to support the curriculum. The series presently includes pre- and posttests in English, general math and algebra for four strands: enrichment, average, remedial and modified. (At the 10th grade and above, "enrichment" becomes Honors).

Chapter 1 Program

The Chapter 1 program provides instruction in reading, language arts and mathematics. There are 2.7 Chapter 1 teachers presently serving a total of 56 students between the two high schools in the district. Eligibility is determined by standardized test scores and teacher recommendations. Students who score below the state-mandated minimum level of proficiency on the test are selected to participate. Students eligible for the program tend to have deficiencies in the mechanics of written English or in the computational areas of mathematics.

The goals of the program are:

to assure a minimum level of competence in mathematics, language arts and reading for all students;

to help students accept their own self-worth despite their academic deficiency;

to use varied techniques appropriate to the learning styles of project participants.

Instructional Strategies

BSI students are scheduled for 43 minutes of instruction five days per week. Class sizes are small; no more than three students are scheduled per period. The classroom climate can be described as orderly and disciplined, yet relaxed and open. A BSI Teacher describes it as "the iron fist in the velvet glove" approach.

"A rapport has developed between teacher and student which allows students to know that the teachers really care about them and expect them to succeed," said John Conlon.

Since instruction is individualized, students are given their assignment for the day as they enter the classroom. They are given short, realistic class assignments (10-20 minutes), followed by immediate student/teacher interaction. Teachers evaluate, encourage, reinforce and formulate follow-up assignments before allowing students to move on to the next task. The assignments include listening to cassette tapes, running computer programs, completing ditto worksheets, or meeting with the teacher for instruction. All assignments are dated and kept in a permanent folder in the classroom. The work for the day is placed in the front of the folder. This procedure insures that students know exactly what is expected of them.

A computer is available for English and/or math work. Individualized instruction is enhanced by computer practice and drill assignments. Apple IIe computers and software programs are selected on the basis of criteria developed in an in-service course entitled "Introduction to the Computer in the Classroom."

There is frequent testing, including pre and posttests. In class study/review activities precede tests and quizzes. Students do not move on to new material until test results indicate that they know the material; they are retested until they achieve at least 80 percent accuracy. There is no homework, and students do not receive credit for the course.

Coordination with the Regular Program/Other Special Programs

It is evident that the BSI program has benefited from the districtwide curriculum management system and monitoring emphasis. It is impossible to look at the program in isolation. For example, over a period of about six or seven years the Instructional Council observed a consistent pattern in test results among district students. More students were revealing deficiencies in computation than in communication skills. Of those who were weak in verbal areas, few had reading problems. Most had deficiencies in the language arts skills measured by the test. An analysis of the English curriculum and the language arts test revealed the reasons. Skills included in the English curriculum were not on the test, and many of the skills included on the test were not being taught. Curriculum alignment provided the remedy. The Council chose to align the curriculum with the test, because the test assessed those skills and competencies that the district

and community had identified as desirable for their students. The refocused English curriculum included more grammar and greater emphasis on written expression.

Administrators also used the district enrollment decline as an opportunity to reduce the size of all English and social studies classes from an average of 27 to 22 students. The reduction in class size increased writing instruction time per student by allowing for more student-teacher interaction.

Administrators have begun to look at writing across the board during the past few years. A committee of K-12 teachers developed writing topics for grades four, eight and nine. These topics were used to obtain 30-minute writing samples from students in the fall and spring of 1984/85. Sixteen teachers, trained in holistic techniques, were paid to evaluate the papers. The teachers used the rating model recommended by developers of the New Jersey High School Proficiency Test. Plans call for the return of these papers in the fall of 1986 to classroom teachers, who will use them to plan instruction aimed at remediating identified deficiencies. The papers also will be analyzed by a regional writing committee appointed by building-level administrators.

The curriculum management system in Northern Valley includes two additional components: in-service training and materials development. The in-service training programs provided in the district have enabled teachers to upgrade their own writing skills. Graduate courses in writing, for example, have been offered as part of the statewide New Jersey Writing Project. The Regional Writing Committee has also developed an interim publication, Writing Curriculum Guide 1984, to supplement their Language Arts Curriculum Guide: Performance Expectations, K-12, 1984.

All of these efforts have resulted in an outstanding developmental program which has taken a great deal of the burden off the BSI staff.

Indicators of Effectiveness

Since the English curriculum was refocused three years ago, the number of students identified as needing compensatory instruction in verbal areas has decreased by approximately 50 percent. In addition NCE gains in the BSI program have been high. Reading and math NCE gains for BSI students in grades 9-12 were above the national norms in 1984. (See Table 2)

TABLE 2

Northern Valley Regional High School
Metropolitan Achievement Test

NCE GAINS
1983-84

Reading

Grade	Number of students	NCE gains
9	9	7.7
11	16	15.9
12	12	6.5

Math

9	6	19.9
10	1	22.6
11	11	18.8
12	2	18.2

Source: Northern Valley Regional School District

Conclusion

It is evident that Northern Valley has in place a number of "effective schools" components: an organizational structure that provides for curriculum management and instructional supervision; strong administrative leadership; and community support.

CHAPTER I PROGRAM IN A COUNTY VOCATIONAL SCHOOL

MIDDLESEX COUNTY
VOCATIONAL AND TECHNICAL HIGH SCHOOLS

EAST BRUNSWICK, NEW JERSEY

Community

East Brunswick is located in Middlesex County. The county is 317.9 square miles and has a total population of 595,893. The majority of people are of Italian, Polish, Hungarian, and Irish descent. Approximately six percent of the population is black and four percent Hispanic. Median family income is $35,111, with approximately five percent of families below the poverty level. Major employers in the county include AT&T, Rutgers University, Johnson and Johnson, Revlon, Inc., and Supermarkets General.

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1984 marked the 70th anniversary of the Middlesex County Vocational Schools. Established in 1914, the Vocational and Technical High Schools in Middlesex County are part of the oldest county vocational school system in the United States. On September 20, 1915, the first full-time, all-day vocational school, known as Middlesex County Vocational School No. 1, was opened in a rented building in New Brunswick. Candidates for admission were required to be at least 14 years of age and were expected to have completed at least the fifth grade. Fifty-one boys were enrolled in woodworking, mechanical drawing and related subjects. Since 1914, the school and its services to the people and industries of Middlesex County have grown tremendously. On April 1, 1949, when the State Board of Education approved the three county vocational schools as Middlesex County Vocational and Technical High Schools, it marked the beginning of a new era in terms of curriculum, status, and service to the youth of the community. Services were further expanded when Middlesex County Adult Technical School was added to the system in 1956 for the purpose of providing full-time, pre-employment training for adults in skilled trades and technical occupations.

Now, 11,401 students are enrolled in the five vocational and technical schools: 4,543 at the full-time day school level, and 5,190 at the part-time evening school level. School locations include: East Brunswick, New Brunswick, Perth Amboy, Piscataway and Woodbridge. Students attending these schools come from 25 different sending districts. Presently, there are course offerings in 60 trade areas as well as numerous special programs and services. They include:

- a Special Needs Program for classified handicapped students;
- a Cooperative Industrial Education Program allowing students to work in a trade while training and remaining in the school situation;

- a Mobile Education Program consisting of four fully equipped education units;
- a Special Needs addition, offering 11 shop programs for 300 special needs students.

Chapter 1 Program

"Instruction is designed to reinforce successful learning experiences and to help students develop positive attitudes about themselves and their abilities. We try to overcome a history of failure, eliminate the frustration of learning, and create an atmosphere of success."
(Elinor French, Basic Skills Coordinator)

On May 7, 1985, Elinor French accepted a Certificate of Merit at a luncheon in New Orleans, held in conjunction with the National Conference of the International Reading Association. She accepted the award on behalf of Middlesex County's Vocational and Technical High School District, the only vocational school system in the nation to be honored by the U.S. Department of Education for the quality of its federally funded Chapter 1 program. The program, deemed "unusually successful" by the Department of Education, was one of three Chapter 1 programs in New Jersey and one of 118 in the nation so honored. This was a proud moment for the administrator of a program which was initiated in response to an urgent need to raise district achievement levels.

The Chapter 1 program was started in the county's vocational schools five years ago in 1981 as a direct result of very low scores on the first Minimum Basic Skills Test given in 1980. In that year district students scored an average 59.2 in reading and 63.5 in math.

The district has several unique problems. Ninth grade students enter from 25 different school districts each September, and must be tested in March, after having been in the vocational schools for only six months. Second, approximately 1/3 of the entering freshmen are identified as needing remedial services. The majority of students have been in remedial classes throughout most of their elementary school years.

Because of these circumstances, the Board of Education and Dr. J. Henry Zanzalari, the Superintendent of Schools, decided to establish a comprehensive program which would enable students with low math and reading skills to increase their mastery of these basic skills in order to meet the minimum high school graduation requirements. A concerted effort was made to find a way to remediate this special school population that would be both effective and interesting for them.

District administrators set up computerized reading and math labs for both Computer Managed Instruction (CMI) and Computer Assisted Instruction (CAI). The math laboratories consist of a classroom area and a computer area. Starting small, the district has been able to expand the program each year.

Originally, the goal of the Chapter 1 program was "to provide educationally deprived students in grades 9 - 12 with the skills necessary to master New Jersey's Minimum Basic Skills Test in reading and math." It was designed specifically to enhance their ability to function in their chosen vocational areas as well as meet the State requirements for graduation from high school," said Elinor French. The program is being modified this year to incorporate the higher-level skills included on the new High School Proficiency Test (HSPT). This test will be administered to all ninth grade students during the 1985-86 school year as a requirement for a New Jersey high school diploma.

Presently, 22 full-time basic skills teachers serve 691 students in the remedial program. Twelve teachers serve 531 students in reading classes, and 10 teachers are providing remedial math instruction for 391 students.

Each of the five schools has a reading laboratory and a mathematics laboratory. Equipped with microcomputers, disk drives, printers and card readers, as well as textbooks, workbooks, and other supplementary materials, the labs allow individualized diagnostic prescription and evaluation. Every student takes a diagnostic test, which is scored by computer. The computer then:

- analyzes the results;
- selects objectives which would correct skill deficiencies;
- makes assignments ;
- prints an Individual Student Improvement Plan (ISIP) which goes into the student's working file; and
- assists the student and teacher in working together until the student achieves mastery of the skills objectives.

The computers are used for drill and practice only.

"We never use the computer to teach. Teachers teach. We use the computers for drill and practice until the student is able to show mastery of the skill in the progression," says Elinor French. **"This procedure provides the teacher with the tools necessary to manage a successful learning environment based on mastery learning."**

Mathematics

Two criteria have been used to identify students eligible for the compensatory math program:

- A score below 65 on the mathematics section of the New Jersey Minimum Basic Skills Test ; and
- A score below the 30th National Percentile on the California Achievement Test.

The placement test enables both the student and the teacher to determine skills which have already been mastered and to determine the point at which instruction should begin.

"This is crucial, since 'too easy' creates boredom, and 'too difficult' creates frustration," said a BSI teacher.

Reading Program

Two criteria are used to identify students eligible for the reading program:

- scoring below 75 on the reading section of the ninth grade New Jersey Minimum Basic Skills Test; and
- scoring below the 30th national percentile on the California Achievement Test.

The objectives of the special reading program offered in the remedial reading laboratory are:

- to develop basic, fundamental reading skills;
- to develop the ability to understand what is read, and to develop an enjoyment of reading -- both in school and out;
- to establish an understanding of the vocational application of reading skills and concepts; and
- to develop the following skills -- comprehension, accuracy, fluency.

In the reading laboratory, teaching takes place in the classroom area where the teacher has the choice of many and varied published materials from which to make assignments. Supplementary and drill materials are provided by the computer until the student is able to demonstrate mastery.

Reading and Math Laboratories

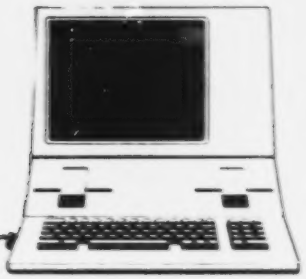
Each lab is staffed by a team of two teachers. Each teacher works with 10 students or fewer during the period. A folder is made up for each student. It includes the student's ISIP, testing information and worksheets. The ISIP includes the prescriptions for achieving mastery of those skills in which the student is deficient. Students work with teachers on their individual prescriptions until they achieve mastery. The teacher records the date when a student begins working on the prescription. After a prescription is completed, students initial it and record the date. At that point, a test is given to determine if mastery has been achieved. Answer keys are available for students to correct their own work. They also have the option of taking a test to determine mastery before they have completed all of the assignments if they feel that they understand the concepts. In order to prevent frustration and boredom, students who take two tests and

Figure 4

READING AND MATH LABS

I. Assessment → **II. Analysis** →

Student Takes
Diagnostic Test

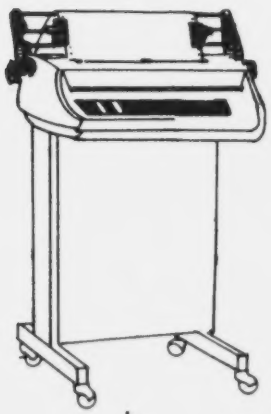


Computer—
(Analyzes) Answers
|
Determines Areas
of Weakness
|
Selects Objectives
To Be Mastered To
Correct Skill
Deficiencies
|
Makes Assignments
To Satisfy The
Objectives
|
Sends Message To
The Printer

Test Scoring Device
Transmits To Computer
The Student's Response
To the Test
Questions

III. I.S.I.P

Individual
Student
Improvement
Plan



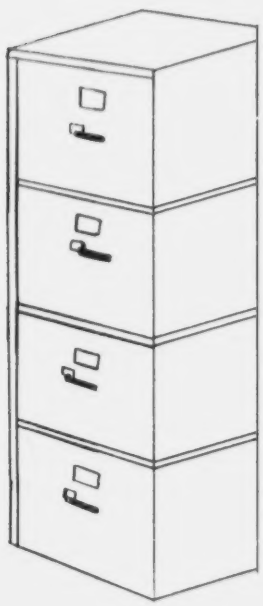
Printer—

Following The
Format Stored
In The Computer—

Prints Complete
Individual Student
Improvement Plan

IV. Student Records

Plan
On
File



V. I.S.I.P. Implementation

Teacher And Student Work
To Achieve Mastery Of
Objectives On Plan

fail to meet the mastery level of 85 percent can move on to the next skill level and return to that skill for additional instructional and practice at a later date.

A major strength of this program is the emphasis on building student self-esteem. **"They have a profound need to experience success,"** a teacher said, **"We send good progress reports to parents, because the students need that positive reinforcement as well as the reminders of their deficiencies."**

As part of the continuing effort to build self-esteem and motivate students to do their best on the MBS Test, the staff and principals of the five schools organized a poster contest around the theme **"Be the Best - Ace the Test."** The winning poster became the logo for a button campaign. All ninth grade students and all staff in the district were given buttons which said, **"Be the Best - Ace the Test."** The posters were placed in showcases in the front halls of all the vocational schools and in strategic locations throughout the buildings.

"We wanted to convince the students that they could pass the test," said Elinor French.

Much to the satisfaction of staff and students, the campaign worked. Students in all five schools met the state minimum standards on the MBS Test in both reading and math for the school year 1984-85. The students were so proud of themselves that they surprised Elinor French with a new showcase display entitled, **"We Are the Best - We Aced the Test."**

Indicators of Effectiveness

A six-year comparison of MBS scores documents the effectiveness of the basic skills program. The MBS scores have increased 32.6 points in reading, from 59.2 in 1980 to 91.8 in 1985. Math scores have increased 30.2 points, from 63.5 in 1980 to 93.7 in 1985. The 1985 MBS results show that the district continues to meet state standards in both reading and math. (See Tables 3 and 4)

TABLE 3

MIDDLESEX COUNTY VOCATIONAL AND TECHNICAL HIGH SCHOOL

Minimum Basic Skills Test

Mathematics

Grade 9

Percent of Students Meeting State Standard

MATHEMATICS*

		1980	1981	1982	1983	1984	1985
**	EB	82.9	85.8	90.3	84.3	90.4	95.4
		% CHANGE	+2.9	+4.5	-6.1	+6.3	+5.0
	NB	33.8	63.9	79.4	62.7	86.6	89.7
		% CHANGE	+30.1	+15.8	-17.0	+23.9	+3.1
	PA	82.4	88.2	91.9	91.4	90.2	89.5
		% CHANGE	+5.8	+3.7	-0.5	-1.2	+0.7
	P	57.5	78.2	76.6	74.2	86.9	94.1
		% CHANGE	+20.7	-1.6	-2.4	+12.7	+7.2
	W	61.3	91.0	85.9	95.5	84.2	95.5
		% CHANGE	+29.7	-5.1	+9.6	-11.3	+11.3
	Dist.	63.58	81.42	85.2	82.2	88.3	93.7
		% CHANGE	+17.84	+3.78	-3.0	+6.1	+5.4

* State minimum standard in math is a score of 75.

** EB - East Brunswick
NB - New Brunswick
PA - Perth Amboy
P - Piscataway
W - Woodbridge

TABLE 4

MIDDLESEX COUNTY VOCATIONAL AND TECHNICAL HIGH SCHOOL

Minimum Basic Skills Test

Reading

Grade 9

Percent of Student Meeting State Standard

READING*

		1980	1981	1982	1983	1984	1985
**	EB	82.4	76.9	78.4	83.3	85.1	96.7
		% CHANGE	-5.5	+1.5	+4.9	+1.8	+11.6
	NB	33.8	57.8	67.2	58.8	66.6	79.4
		% CHANGE	+19.0	+9.4	-8.4	+7.8	+12.8
	PA	68.1	75.0	87.7	86.5	79.4	91.0
		% CHANGE	+6.9	+12.5	-1.0	-7.1	+11.6
	P	54.9	73.1	67.7	71.2	83.6	90.5
		% CHANGE	+18.2	-5.4	+3.5	+12.4	+6.9
	W	52.0	80.6	75.6	94.0	70.0	91.0
		% CHANGE	+28.6	-5.0	+18.4	-24.0	+21.0
	Dist.	59.24	72.68	75.1	79.8	80.7	91.8
		% CHANGE	+13.44	+2.42	+4.7	+ .9	+11.1

* State minimum standard in reading is a score of 75.
** EB - East Brunswick
NB - New Brunswick
PA - Perth Amboy
P - Piscataway
W - Woodbridge

REMEDIAL MATH AND READING PROGRAM

BROUGHAL MIDDLE SCHOOL
NORTHEAST MIDDLE SCHOOL

BETHLEHEM, PENNSYLVANIA

Community

Approximately 90,000 people live in Bethlehem and its four surrounding boroughs of Fountain Hill, Freemanburg, Hanover Township and Bethlehem Township. The economy, dominated by Bethlehem Steel, currently reflects the economic trend which is affecting the steel industry across the country. This problem is modified, however, by the growing influence of the electronics and manufacturing industries. Western Electric and Mack Trucks, for example, employ many people in the area. The city's current 8.2 percent unemployment rate is the sixth lowest among Pennsylvania's 15 metropolitan areas and is at its lowest point since 1980.

* * * * * *

District Background

Dr. Robert LaFrankie, Superintendent of Schools, has a reputation for being a "live wire." He heads a district of 11,000 students enrolled in 17 elementary schools (K-5), four middle schools (6-8) and two senior high schools (9-12). He is considered to be the driving force behind many of the new programs in the district. He initiated the implementation of Achievement Directed Leadership, a classroom management program, and Philosophy for Children, a thinking skills program. Both of the programs have been implemented districtwide. As a result, all students, including Chapter 1 students, have benefited from the effectiveness of these programs.

Achievement Directed Leadership is a classroom management program available through Research for Better Schools, a regional education laboratory located in Philadelphia. It helps teachers monitor student engagement rates. It has been useful in encouraging teachers to develop effective classroom strategies for keeping students on task.

Philosophy for Children is a thinking skills program developed at Montclair State College in New Jersey. Students read novels which have inquisitive children as characters. The novels are intended to help them develop formal reasoning skills through discussions, exercises, and games which are coordinated with the activities of the characters in the novels.

Dr. LaFrankie involves staff in educational decision making at all levels of the organization. He has established a districtwide coordinating council, a middle school coordinating council and an elementary school coordinating council to encourage this type of involvement. The councils have the responsibility of overseeing school improvement plans.

District Chapter 1 Program

The Chapter 1 program is an integral part of the district's developmental reading and math program. Chapter 1 students continue to receive instruction in developmental classes while they receive services from the Chapter 1 teachers, who coordinate their work with developmental reading and math teachers.

In addition to the remedial math and reading programs, Chapter 1 funding is also used to pay for aides who provide support services for limited English proficient (LEP) students. Working under the supervision of bilingual and English as a Second Language (ESL) teachers, the aides assist students with language development activities and homework assignments.

The district uses the number of children who are eligible for free/reduced lunch in the school attendance area to identify eligible schools. Chapter 1 programs are currently operating in nine elementary schools: Buchanan, Calypso, Donegan, Fountain Hill, Freemansburg, Lincoln, Marvine, Thomas Jefferson and William Penn. The two middle schools providing Chapter 1 services are Broughal and Northeast.

Broughal and Northeast middle schools have High Intensity Learning Systems (HILS) math and reading laboratories for Chapter 1 students. The HILS labs have been in place in these schools for the last 10 years. Because of the success of students in Chapter 1 programs using the HILS labs, district-funded HILS labs were installed in all the schools two years ago.

BROUGHAL MIDDLE SCHOOL

Broughal Middle school is housed in an old building which has been beautifully maintained. The school has a total enrollment of 484 students. The student body is 55 percent white, 45 percent Hispanic and five percent black. Seventy percent of the students in the school qualify for the free/reduced lunch program. Approximately 200 students are receiving Chapter 1 services for either remedial math and/or reading instruction.

Placement Procedures

In September, eligible students are pretested with the Science Research Associates (SRA) Achievement Series. Students participate in the Chapter 1 program according to the following criteria:

	Deficiency	Eligible Grade Equivalent Scores*
Grade 6	1 year or more	5.0
Grade 7	2 years or more	5.0
Grade 8	2 years or more	6.0

*Reading Comprehension/Total Math

Chapter 1 - Reading Program

Students are scheduled into High Intensity Learning Systems (HILS) reading laboratories for at least three times each week for at least 20 minutes per session. These sessions are coordinated with small group instruction (approximately eight students or less) which is conducted on alternate days by Chapter 1 reading specialists.

The goals of the program are:

to improve the oral and silent reading ability of students; and

to improve classroom performance and lifetime skills in language usage.

Focus on: High Intensity Learning System - Reading (HILS) Labs

The HILS labs are a systems approach to reading instruction which allows one teacher to teach 150 different reading curricula per day, 15 at a time using different materials in a planned sequential delivery system. The system makes available to each student twenty times the instructional resources usually found in classrooms and leads to measurable reading gains at a cost effective rate. Precise behavioral objectives are identified, criterion assessment is conducted and individualized prescriptions are used for instruction. Students of various levels are instructed in specific need areas with materials identified as appropriate in the management system.

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Bethlehem, PA 18017
Phone: (215) 861-0500

Once teachers become comfortable with the highly structured format of the HILS Labs, they can add materials and activities from their own repertoire of instructional techniques. Teachers use a variety of supplemental activities, including:

weekly group activities;
sustained silent reading;
writing lessons based on student interest;
ten minute warm-up activities;
contracts;
SRA Kits; and
instructional games.

Assessment

Student progress is monitored via the pre- and post-tests which are included in the HILS program and then assessed overall with the SRA Achievement Series. Recordkeeping is built into the system. Students have folders with their instructional objectives and correlated activities recorded. All the HILS materials are self-checking. Students taking tests and completing assignments receive immediate feedback from the system. Because students do not receive a grade, Chapter 1 teachers attach a written assessment to their report cards. They also schedule regular conferences with parents to discuss student progress.

Chapter 1 Math Program

This is a coordinated program of activities utilizing a "team" approach centering on the newly devised middle school "Team Leader" concept. It involves teachers in the planning and implementation of individual and curriculum development on a regular basis. Also incorporated into the program is a component of the Pennsylvania Comprehensive Math Plan, developed under a grant through ESEA Title IV-C adaptor/adoptor program during the summer of 1982.

The Chapter 1 math program also uses HILS Labs for mathematics instruction. The Individualized Mathematics System is an instructional program designed to meet the following objectives:

- to provide explicit statements of expected outcomes;
- to provide for the placement of each student in the learning hierarchy that is consistent with his level of mastery;
- to provide students with the opportunity to progress through the learning hierarchy;
- to provide concrete, diagrammatic and abstract, as well as individual, small group, and large group learning experiences for students;
- to provide for constant assessment of student attainment of stated outcomes; and
- to provide methods for monitoring and reacting to the results of the assessment.

Focus on: High Intensity Learning Systems - Math (HILS) Labs

This system makes available to each student 20 times the instructional resources found in most classrooms. Precise behavioral objectives are specified, criterion assessment is conducted, and individual instructional prescriptions are made for each student. The diagnostic system prescribes lessons which are designed to meet the individual needs of each student.

The lab is a classroom management system built around six features:

- Prescription - the teacher defines the student's unique needs and prescribes activities to meet those needs.
- Motivation - the pupil gets immediate feedback to his or her response.
- Individualization - a variety of materials have been designed specifically to assist the teacher in personalizing content, rate and level for each student.
- Definition - one objective of the system is accountability for student and teacher

  ...both know what must be learned
  ...both know methods and materials to use
  ...both know what must be done to show mastery

- Intensification - the system is used in a math center where High Intensity Learning maximizes the amount of time the student spends actually participating in the prescribed learning activities.

High Intensity implements a Systems approach to math instruction which delivers to a single classroom a wide variety of published material selected from about 40 different companies, correlated into a behavioral objectives catalogue and a teaching system that uses a diagnostic test or observation for each behavioral objective. Each test or observation generates a specific set of alternative prescriptions in the available resources to teach whatever behavior each child needs to learn.

The presence of manipulative materials, games and puzzles is an integral part of the system. These materials not only add another dimension of instruction to the curriculum but they add a way of integrating skill-oriented materials and concept-oriented materials into one cohesive entity. The availability of concrete models and manipulative materials gives students an opportunity to learn by "doing."

The presence of games, puzzles and problem-solving materials allows the instructional manager to introduce new concepts to the student as well as provide enrichment activities once the basic skills have been developed. These materials are gathered together into a Math Lab corner where students go to experience individualized small group and peer group learning; all in an enjoyable environment designed to stimulate learning.

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Principals like the labs because they provide structure for teachers while allowing them to use their creativity by supplementing the program with their own materials.

Teachers commenting on the program expressed the need to have more time to share various methods of adapting the program with other teachers who use it. Although Chapter 1 teachers participate in grade-level meetings, the Chapter 1 teachers themselves are limited to two meetings a year.

Bilingual/ESL Program

The district's bilingual program has been in place since 1969-70. Bilingual students are concentrated in one middle school and one elementary school on the south side of Bethlehem near the steel mill. Seventy percent of the bilingual population are Puerto Rican, 15 percent Portuguese, five percent Latin American, and the remainder Asian. There are 586 non-native English speakers in the district.

The bilingual/ESL program has a bilingual/bicultural psychologist who works with teachers and principals. Support services are also provided by an intergroup relations person, a bilingual guidance counselor, and a home/school visitor.

Students are placed into bilingual, transitional, or ESL-only programs on the basis of test scores. The goal of the program is English language proficiency. The bilingual coordinator believes that the best way to achieve this is to allow students to experience success in their native language. At the beginning of the year approximately 50 percent of classroom instruction is conducted in the student's native language. Over the course of the semester students are gradually weaned from the use of their native language in class.

Learning activities focus on helping students to develop facility with the English language and to adjust to a new environment. Such activities include the use of teaching machinery, visual aids, student projects, audio-visual material and teaching units. The program provides opportunities for small group instruction and interaction for language development. ESL student activities supplement regular classroom activities and involve all curriculum areas.

ESL teachers also work to "create an interest in communicating in English by using films on peer problems." The films help to stimulate discussion. "I have found that the closer I stick to the textbook, the less students learn," commented an ESL teacher.

Chapter 1 Aides - Bilingual Program

The Chapter 1 aides at the middle school level provide support under the supervision of bilingual and ESL teachers in science, math and social studies. They also accompany students to art, music, home economics, industrial arts and physical education classes with English-speaking teachers when necessary and work with students in those classes.

Indicators of Effectiveness

The data for reading show that students in grades six, seven and eight made gains of at least one year in grade equivalent scores. The gains range from 1.3 - 1.5 normal curve equivalent. For the mathematics program, gains made by students on all grade levels in grade equivalent scores range from 1.075 to a high of 1.478. All grade levels show a greater than one month gain per month to a high of 2.121 in seventh grade. (See Table 5)

TABLE 5

E.S.E.A. TITLE I EVALUATION SUMMARY (1980)
SRA Achievement Series Reading Comprehension Total Form 1
Bethlehem Area School District

READING

Grade	Number Analyzed	Grade Equivalency Gain	Gain Months/ Months in Program	Normal Curve Equivalent Gain	Percentile Gain
6	72	1.378	1.977	5.972	7.549
7	162	1.400	2.028	5.377	5.377
8	128	1.534	2.201	3.273	4.273

MATH

Grade	Number Analyzed	Grade Equivalent Gain	Gain Months/ Months in Program	Normal Curve Equivalency Gain	Percentile Gain
6	24	1.075	1.543	0.292	.146
7	76	1.478	2.121	7.553	8.553
8	54	1.293	1.855	4.333	6.333

* Statistically significant at the alpha 0.05 level.

COMPUTER-ASSISTED INSTRUCTION [READING]

JOSEPH JENKS JUNIOR HIGH SCHOOL

PAWTUCKET, RHODE ISLAND

Community

Pawtucket, Rhode Island is a medium-sized industrial city with approximately 71,204 citizens. It has a predominantly blue-collar work force. The primary industry is the manufacture of costume jewelry. The median family income in the city is $17,407 (1980 census). The population includes a sizable number of Portuguese and Hispanics who are relatively recent immigrants. In recent years, major sources of immigration have been the Cape Verde Islands, the Azores, and Puerto Rico. Approximately 20 percent of the parents of school-age children identify themselves as speaking English as a second language, and 14 percent of the children currently enrolled in Pawtucket public schools speak English as a second language.

* * * * * *

District Background

"Education is on the upswing in Pawtucket. In the private sector, the bottom line is a profit/loss statement. In education, the bottom line is how well our students achieve what it is we are teaching. We believe the evidence shows that our students are learning more because of better achievement scores.,"
(Dr. Robert J. Gerardi, superintendent of schools)

Pawtucket School District currently has 8,155 students enrolled in 15 schools; 10 elementary schools, three junior high schools, and two high schools. In the last two years, student scores have increased significantly on the Science Research Associates (SRA) Achievement Test. This test is administered every year in grades 1 through 11. Between September, 1982, and May, 1984, the average score for Pawtucket students increased from the 35th to the 46th percentile. Scores moved up eight percentile points in language, and 12 percentile points in math.

"We believe we should all take great pride in the achievement increase our children have shown from September, 1982 to May, 1984. We're very close to the national average now and should exceed it in future years," said Dr. Gerardi.

As part of the continuing effort to improve reading achievement in the district, elementary and seventh grade students were introduced to a new reading program during the 1984-85 school year. At the elementary level a reading series published by Houghton-Mifflin Company is being used for a new developmental reading program.

The selection of the new reading program was the result of an initiative by Superintendent Dr. Robert Gerardi, who set, as a systemwide priority, the improvement of student reading achievement. At his direction, a 25 member special reading study committee was formed to increase systemwide consistency in reading material. Teachers and principals from every elementary school were represented on the committee. They met regularly during the 1983-84 school year to establish selection criteria and review commercial textbook programs.

As a result, all seventh grade students now receive reading instruction four days a week. This new program, planned in 1983-84 by another special committee, was carefully designed to fit the needs of three different student performance levels: above level, at level, and below level. A variety of separate learning materials were evaluated and recommended for each performance level. The materials include selections of good literature that are interesting to emerging teenagers, teacher guides that assist teachers in developing literary competency, and specific reading skills practice books. A curriculum guide is currently being developed for teachers by a district reading specialist, Dianne Ferrara, to articulate the target objectives of the program and to identify specific learning materials which can be used for each program objective.

Instruction is provided by English teachers using an in-class team approach. Chapter 1 teachers at Slater and Jenks Junior High Schools go into the below-level developmental reading classrooms to work with students in small groups. They also take the students who are most in need of help into the reading laboratory for individualized instruction. In addition, Chapter 1 teachers help developmental reading teachers plan lessons and select appropriate materials.

A citywide spelling bee, designed to help students in grades four through eight improve their spelling and enrich their vocabulary, is held annually. The elementary and junior high school winners serve as the official entrants from the Pawtucket Public Schools in the Statewide Spelling Bee. The 1984-85 program was sponsored by the City Parent Organizatin and the Pawtucket Public School Department. Contestants included several Chapter 1 students. Because it is held in the evening, parents can attend.

Chapter 1 Program

Chapter 1 programs were first introduced in the district in 1966. At that time, services were provided only in the elementary schools. In 1979, Robert Reynolds, the math department's director of computer instruction, developed an individualized elementary math program. A computer-based program, Individualized Prescriptive Arithmetic Skills System (IPASS), has since been nationally validated.

Focus on: Individualized Prescriptive Arithmetic Skills System (IPASS)

IPASS is designed to improve the math achievement of fifth and sixth grade students. It employs microcomputers and specially designed software as an integral part of the instruction as well as the management of student progress. It includes pre/post criterion-referenced tests for grades one through eight and instructional objectives for grades two through six. A standardized test is administered to students in order to place them in the appropriate math level. Once placed in the program, the students use a computer to take a diagnostic pretest. The computer provides a print-out which identifies areas of weakness. The teacher uses these print-outs to prescribe remedial math activities.

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"Pupils who enter the program without the ability to compute long division, fractions or tell time are now leaving the program at the same arithmetic level as their classmates--and they continue to maintain their success back in the classroom," Robert Reynolds reported. "Children who once were truant now attend school more often because they look forward to working with the computer."

Another strong supporter of the program is Mary Walsh, an elementary school aide.

"I love it," she remarked. "I'd do it for nothing. I didn't even like math. I passed, but I never enjoyed it."

She now finds that students, who were manifesting the same attitudes towards math that she had, feel possessive of their time on the computer and "live for their one hour a week with it."

IPASS is currently found in six public Chapter 1 schools and three parochial schools in the district. It has been disseminated to over 200 sites in 90 districts across the country.

Chapter 1 Reading Program at the Secondary Level

Chapter 1 reading teachers adapted the computer techniques of **IPASS** to the reading program at the secondary level in 1978. At that time, Pawtucket

became one of the first school districts in Rhode Island to use microcomputers for computer-assisted instruction at the secondary level.

Initial teacher resistance to the microcomputers was overcome when the district set up computer awareness workshops. Participation in these in-service workshops was voluntary. The "newness" threat was overcome by emphasizing that computers would be used to facilitate instruction and classroom management, and not to replace teachers. Other factors which contributed to the success of the workshops in overcoming teacher apprehension were central office support for their use and the technical assistance provided by Robert Reynolds, who conducted the workshops.

At the present time, nine of the 15 schools in the district have Chapter 1 programs; six of the 10 elementary schools, two of the three junior high schools, and one of the two high schools.

JOSEPH JENKS JUNIOR HIGH SCHOOL

Joseph Jenks Junior High School has a predominantly low to middle-class student population. Total school enrollment is 701. The school has a large Portuguese population as well as Hispanic and Cambodian students. Approximately 200 students in the school have a primary language other than English. Twenty-two percent of the students are eligible for the free/ reduced lunch program.

Chapter 1 Program

Two reading specialists are presently servicing approximately 100 students. The program is based on a pull-out model. Students who score below the 30th percentile on the Science Research Associates (SRA) achievement test are taken out of music, art or social studies classes four times per week to participate in the Diagnostic Reading Program. They receive remedial instruction which is coordinated with their language arts classes.

The main goal of the Diagnostic Reading Program is to help teachers diagnose each child's needs. It provides the Chapter 1 and language arts teachers with two kinds of information:

- specific concepts and skills already known by the student; and
- specific concepts and skills which are appropriate for their next level of instruction.

The program uses Individual Criterion Referenced Tests developed by the Educational Development Corporation. These tests provide a continuum of reading skills beginning with the easiest and moving to the most difficult. The diagnosis provided by the tests becomes the basis for the development of an instructional continuum for each student.

Al Mongeau, a Chapter 1 reading teacher, has been able to dramatically increase his teaching effectiveness as well as upgrade student achievement in his remedial reading classes. He credits this accomplishment to the use of computer-assisted instruction and classroom management system which he set up in his reading laboratory.

The reading laboratory has been divided into work stations for various classroom activities, e.g., computer assignments and tests, teacher-directed group work and individual work. The laboratory also includes a resource library of materials which Al Mongeau has found to be particularly effective with students.

His system incorporates the following features:

- diagnostic prescriptive testing; and
- student assignments keyed to the Barnell Loft Specific Skills Series.

Students use the computers to take diagnostic tests which have been adapted from the Computer Managed Reading Test published by Educational Development Corporation. They receive computer print-outs which identify areas of weakness and prescriptive assignments keyed to the resource materials in the reading laboratory. Typical assignments include:

- listening to instructional audiotapes of lessons on various reading skills and completing worksheets that are coordinated with the lesson;
- completing assignments in the Barnell Loft series; and
- completing assignments in various other reading material available in the lab, e.g., SRA workbooks.

After students have completed the assignments, they go back to the computer and take another test to determine whether they have mastered the skill identified on their prescription. If so, they move on to the next level and a new set of assignments.

When asked what he liked most about the system, he responded: **"It provides immediate feedback to the students, frees the teacher for individualized instruction and promotes student independence and responsibility."**

Chapter 1 Summer School Program

Each year the district runs a four-week summer school program for Chapter 1 students. This year, the program ran from July 15 until August 8. Approximately 160 elementary and junior high students attended classes between 8:30 A.M. and 12:30 P.M. Junior high school students received two hours of instruction in the classroom and in the reading laboratory. The last two hours of the daily sessions were devoted to activities which were experiential and recreational in nature. These activities were designed to extend the experiences of students in ways which enhance their learning. They were taken to the beach and to a roller-skating rink once a week. They also participated in various sports activites, and went on field trips during the activity period. During the 1984-85 school year students were taken to the following sites:

- Pawtucket Times;
- U.S. Post Office;
- Pawtucket City Library;
- Ranger Station; and
- State Capitol Building of Rhode Island.

The summer school program has been operating for the past 20 years. Its success is evidenced by the results of pre/post-tests which are administered to students at the beginning and end of the summer session. "The majority of students either maintain the reading gains made during the school year or show significant improvement as a result of their participation in the program," says Al Mongeau.

Indicators of Effectiveness

Results of the SRA test which was administered to all Chapter 1 students in the spring show significant yearly NCE gains for the program. NCE gains for grades seven through nine were above national norms in 1984. (See Table 6)

TABLE 6

Pawtucket School District

CHAPTER 1
SCIENCE RESEARCH ASSOCIATES TEST

READING

NCE GAINS
1983-84

GRADE	NUMBER OF STUDENTS	NCE GAINS
7	169	5.9
8	33	5.8
9	38	5.5

COMPUTER-ASSISTED INSTRUCTION

FREEHOLD BOROUGH INTERMEDIATE SCHOOL

FREEHOLD, NEW JERSEY

Community

Freehold Borough, county seat of Monmouth County in central New Jersey, is an area that is changing from a rural to an urban-suburban community. Part of its economic foundation is provided by manufacturing companies such as 3M, Nestle' and Brockway Glass, which surround the town. The presence of the court house attracts a diverse population of professionals and office workers. Its proximity to New York attracts commuters to New York City, who find living in the semi-rural atmosphere preferable to life in a highly urban area. There are approximately 11,000 residents in the town, and their income levels range from low to very high.

* * * * * *

District Background

Freehold Borough School District is one of six school districts feeding students into a regional high school system. The district consists of two elementary schools and one intermediate school. There is a parochial school in the district, and dialogue between the schools is continual.

Chapter 1 Program

The Chapter 1 Program began in 1965 as a communications skills remediation program. Computation skills instruction was added two years later. The program has operated successfully over the last 20 years and has adapted to the changing needs of the students. Approximately 400 public and non-public school students are enrolled in the BSI Program in grades one through eight.

Eligibility

Students are selected for participation in the program primarily on the basis of their test scores. Other factors, such as classroom performance and teacher recommendation, are also taken into consideration. Every effort is made to ensure that all students in need of additional assistance are provided with supplemental instruction.

Instructional Strategies

In the fall of 1983, a major change in the basic skills program came with the implementation of computer-assisted instruction. During that year, computers were purchased for student use in grades two through six. CAI was extended to include grades seven and eight during the 1984-85 school year. CAI has become an integral part of the daily instruction of students in the

BSI program. This instruction is provided in addition to the regular classwork and instruction with a remedial teacher. "They (computers) don't replace the teacher," said Steve Fazekas, basic skills coordinator. "They're another tool in the teacher's hand. I'm excited about their use. We've seen great gains."

The CAI component of the program makes individualization easier by providing a systematic way of monitoring student progress.

CAI has the built-in capability to provide diagnostic analysis of individual skill strengths and weaknesses. Based on this information and information from other sources, an Individual Student Improvement Plan (ISIP) is written for each student in each cognitive area of the program.

The computer terminals are located in a laboratory setting. Students work on computers for approximately 10 minutes a day in each remedial subject. They complete reading and math exercises from computer-assisted mathematics and reading courses published by Computer Curriculum Corporation. Each course contains five to 14 lessons. When students successfully complete the last lesson in a course, they move on to the next level.

In addition to their work on the terminals, students work for 15 minutes in small groups with remedial instructors. The remedial instructors focus on the development of concepts and generalizations which are reinforced by the drill and practice on the computer terminals. Reports of student gains are available at any time but are routinely provided at the end of each month. These reports provide valuable information about the amount of time spent on the computers and the gain in performance made at the end of each course. Because remedial teachers coordinate their instruction with that of regular classroom teachers, students receive a well-rounded program involving both developmental and remedial instruction.

FREEHOLD BOROUGH INTERMEDIATE SCHOOL

Upon entering the school a visitor is struck by the orderly and quiet halls. This is due to a concerted effort on the part of the staff, administration and students to make the school climate a pleasant one. The building is well maintained, and the classrooms as well as the computer lab are attractive, well-lit and conducive to learning. Interaction between teacher and student, and among student is pleasant and positive.

Twenty-two seventh grade students are presently receiving remedial communications instruction and 19 seventh graders are receiving math remediation. At the eighth grade level there are 24 remedial reading students and 19 remedial math students.

Math Program

The math program involves the remediation of specific skills. Because mastery in any area of mathematics is dependent on mastery of prior skills, most student deficiencies are in math computation skills. All pupils in the remedial program receive small-group instruction from a basic skills teacher, focused on the development of concepts and problem solving skills.

Reading Program

The major purpose of the Basic Skills Reading Program is to provide students with additional instruction and practice in reading. Basic skills teachers work with the students in a classroom or in a laboratory setting. Teachers in the basic skills program also work closely with classroom teachers in order to make sure that students are receiving instruction in the skills which will help them to improve word recognition and reading comprehension. Students' progress is constantly evaluated and instruction adjusted to meet their immediate needs. Since the groups are small, teachers can provide the type of encouragement needed by students to succeed in reading.

Indicators of Effectiveness

After receiving a year of computer-assisted instruction, supplemented by teacher-led remedial instruction, many students have shown more than one year's growth, and in some cases, more than two to three years growth on their Stanford Achievement Test scores. Overall, the NCE gains for 1984-85 for basic skills math pupils were 5.1 in grade seven and 10.2 in grade eight. Reading NCE gains from the same period were 8.9 in grade seven and 2.5 in grade eight.

Summary

CAI provides a valuable instructional technique for the remediation of basic skills in reading and math. It does not replace the teacher, but with structured lessons geared to the specific needs of individual students, it does provide the reinforcement, drill and practice required by basic skills students. Test results seem to support the effectiveness of the CAI program.

BASIC SKILLS REMEDIATION FOR LIMITED ENGLISH PROFICIENT STUDENTS

HARTFORD PUBLIC HIGH SCHOOL
(THE NEW ARRIVAL CENTER)

HARTFORD, CONNECTICUT

Community

Hartford, located on the Connecticut River, is the state capital and largest city in Conneticut. It has a population of over 124,000 people. A cultural and manufacturing center, it is known as the "insurance city" because the headquarters of more than 43 insurance companies are located there. Other major companies in the city include manufacturers of computers, typewriters, machine tools, firearms, chemicals, and cigars.

One of the nation's largest art museums, several colleges, and a variety of historic sites add culture and richness to the city. Constitution Plaza, a noted urban renewal project dedicated in 1964, has added attractiveness and desirability to the downtown area.

* * * * * *

"We have had requests from as far away as Alaska, England and Bermuda for information about our program."
(Anne Consoli, Hartford High School vice principal)

The New Arrival Center offers basic skills remediation for limited English proficient (LEP) students. Its innovative program and reported success have received national and international attention. Program staff report that it is one of the few Chapter 1 programs in the country where LEP students receive intensive basic skills remediation in their native language before being placed in a bilingual program. The program is primarily designed for newly arrived LEP students. Students receive small-group instruction as well as individual tutoring in English, math and their native language. The major goal of the program is to cushion the cultural shock and disorientation which these students might otherwise experience upon entering the Hartford Public School system for the first time.

Background

The program began in 1979 to meet the needs of an influx of Spanish-speaking students of high school age whose academic performance was below the eighth-grade level. Some of these students had never attended school. Three principals and a bilingual teacher were directed by the Board of Education to develop a program for these students. At that time, a center was opened at Bulkeley High School to serve primarily Spanish-speaking students and a second center was opened at Hartford High School. Because of federal budget cuts, the two centers had to be merged. Hartford High

School's New Arrival Center remained. The center's services were expanded to accommodate other language groups and all students in the district who qualified for the program were transported to the center.

During the past eight years, students from Vietman, Laos, Puerto Rico, Portugal, Ethiopia, Ghana, Somalia, Haiti, Afghanistan, Cambodia, Romania, Korea, the Dominican Republic, Poland and Italy have been served. Seventy-five students from 11 different countries were scheduled into the center during the 1984-85 school year. (See Table 7)

TABLE 7

New Arrival Center

Students Served During the 1984-85 School Year

COUNTRY	NUMBER OF STUDENTS
Vietnam	20 students
Laos	8 students
Puerto Rico	32 students
Portugal	1 student
Ethiopia	2 students
Ghana	1 student
Laos (Hmongs)	1 student
Somalia	3 students
Haiti	1 student
Afghanistan	2 students
Cambodia	4 students
TOTAL	75 students

Assessment Process

Students are placed in the center as a result of a standard registration/ placement process used for all potential bilingual program candidates.

The initial assessment/testing is done by the school-based assessment teacher before the new students are scheduled for any classes. (See Figure 5)

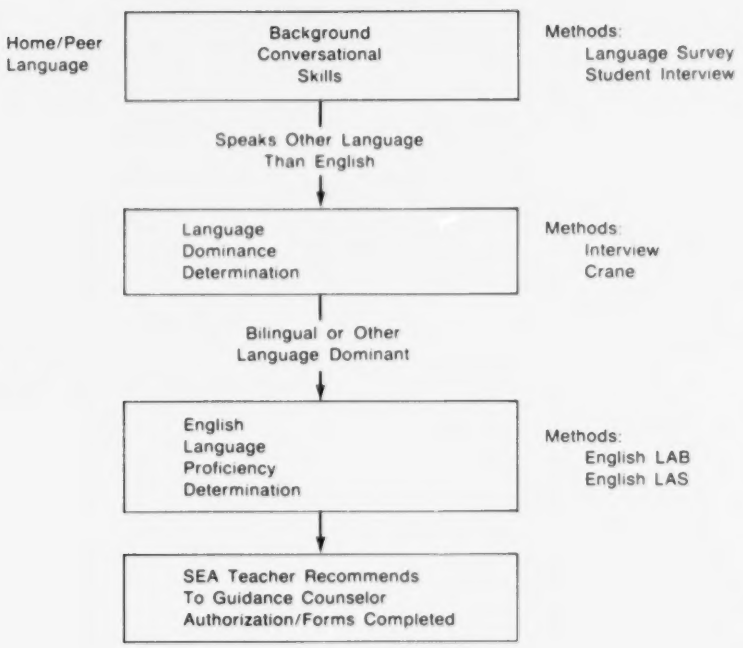
This assessment process begins with a language survey and two interviews. When possible, the assessment is completed with the assistance of a staff person who speaks the student's native language.

It is at this point that the student's dominant language is identified, background information is gathered, and an informal evaluation is made of oral skills in English. If it is determined that a student speaks a language other than English, then language dominance is assessed.

The Crane Oral Language Dominance Test or the Language Survey/Student Interview is used for this purpose. If the results show that the student is bilingual or dominant in another language, then a determination of English proficiency is made. Several assessment instruments are used for this purpose. They include language proficiency tests such as the English Language Assessment Battery (LAB) and the English Language Assessment Scales (LAS). Students are eligible to participate in the program if they score below the 30th percentile on the LAB or have an English proficiency level of three or below on the LAS. Following the assessment, a recommendation is made to the appropriate guidance counselors for placement in the bilingual program.

Figure 5

TESTING BY SCHOOL-BASED ASSESSMENT TEACHER TO IDENTIFY ELIGIBLE STUDENTS



Placement Process

Students receive New Arrival Center services based on need. They spend from one to three periods per day, five days a week receiving basic skills remediation as well as instruction in math, civics or science in their native language.

The program at Hartford Public High School (HPHS) is designed to accommodate four types of limited English proficient students. (See Figure 6) Students of high school age who have been residents of the United States for less than two years are eligible for the New Arrival Center. They are assigned if their native language performance is below 8th grade level in basic skills.

Students whose academic skills are on grade level are placed in one of three more advanced levels of the bilingual program on the basis of their English language proficiency.

Group 1 consists of students whose ESOL (English to Speaker of Other Language) level is I or II. These students have mastered aural/oral English skills, but need to develop reading and writing skills. They take two ESOL classes per day, and the remainder of their classes are taught in the native language, with the exception of physical education.

Group 2 consists of bilingual students who have reached ESOL level III. These students are in transition. They have demonstrated a high level of English proficiency, but are not at grade level in English. They take one class of ESOL per day and reading instruction as well as math instruction in English. Many of these students are exited into the mainstream the following year.

Group 3 consists of students who are part-time bilingual/part-time mainstream students. These students take most of their classes in the mainstream program and elect to take one or two content-area courses (usually science or American history) in the bilingual program.

Spanish-speaking bilingual program students who are also identified as special education students are instructed by bilingual special education teachers. This program is especially designed to meet both the students' linguistic and special education needs.

Instructional Strategies

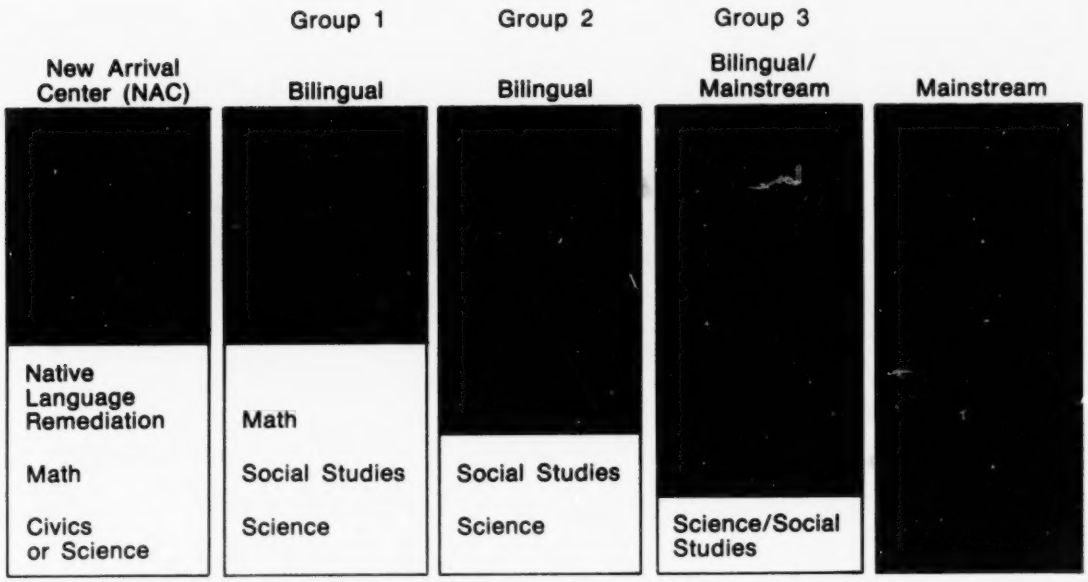
An Individual Education Plan (IEP) is developed for each student enrolled in the New Arrival Center. This IEP contains the assessment of the student's educational needs at entry, the specific skills which need reinforcement or development, and the methods which will be used to remediate the identified deficiencies. Also included in the IEP are the specific evaluation tools which will be used to assess the progress of the individual student. Following recommendations contained in the Individual Educational Plan, students are grouped for instruction on the basis of educational needs.

The head teacher and the ESL teacher plan their lessons together. The lessons are coordinated to ensure that the skills learned in Spanish

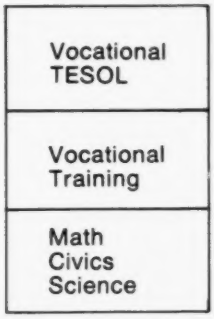
Figure 6

BILINGUAL PROGRAM DESIGN—HIGH SCHOOL

Major Criteria: English Proficiency



Vocational Education Program—Workplaces



*KEY

Instruction in English/Amount

Instruction in native language/Amount

complement those learned in English. The goal is rapid acquisition of English.

A variety of instructional strategies is used to meet the individual needs of the students. Instructors use large groups, small groups and individualized instruction. Once students master basic oral ESL skills and can add, subtract, divide, and multiply, they are mainstreamed into the bilingual program. Students may still continue to receive remedial services at the center until they achieve basic skills proficiency. They receive credits, however, only for remedial instruction taken outside of the Center. The basic skills math class awards students one credit. This allows students to start accumulating credits toward graduation. Full credit is granted only to students who are no longer receiving remedial instruction.

Exit Procedure

Most students exit the program in one to three semesters. Students who are performing well below grade level will take up to five years or more to exit the program. The transitional process is further strengthened by the fact that extensive records are kept on each student by the New Arrival Center staff. These records include entry level information, personal and educational data, and the type and content of services delivered. A description of the assessment, and staff comments are updated on a continuous basis.

Review Process

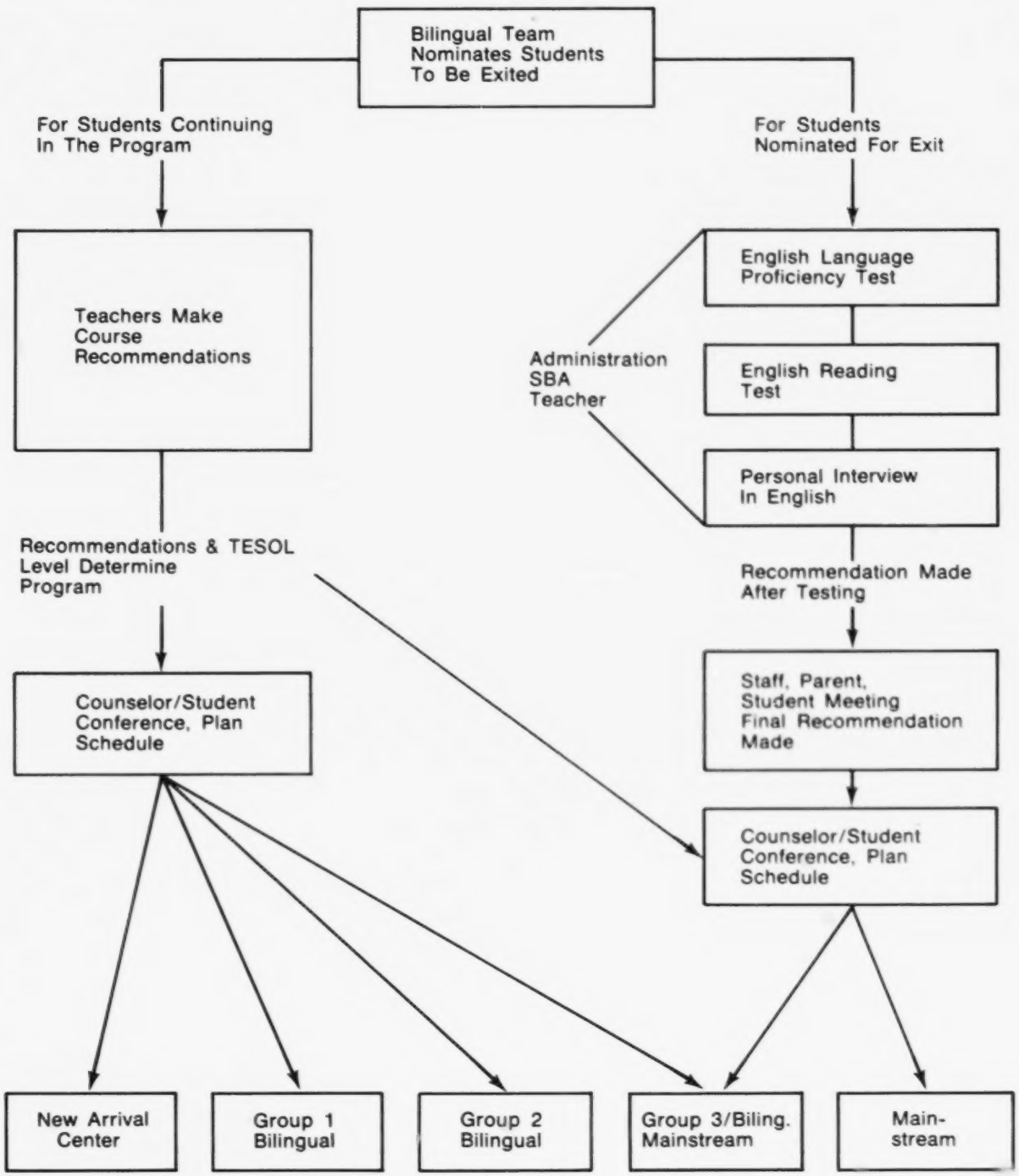
During the months of March and April, a review process (See Figure 7) begins for each student in the bilingual program. At this time an individual educational plan for the following year is developed for each student in the program. Students are divided into two categories: 1) those students nominated to exit the program, and 2) those students who will continue in the program the following year.

The center operates on a "revolving door" basis. Students who have been mainstreamed and are unable to perform in the bilingual classes can be scheduled back into the center for additional remediation.

Figure 7

BILINGUAL PROGRAM REVIEW PROCESS/HPHS

REVIEW BEGINS IN MARCH


Bilingual Team Nominates Students To Be Exited
For Students Continuing In The Program
For Students Nominated For Exit
Teachers Make Course Recommendations
English Language Proficiency Test
Administration SBA Teacher
English Reading Test
Personal Interview In English
Recommendations & TESOL Level Determine Program
Recommendation Made After Testing
Counselor/Student Conference, Plan Schedule
Staff, Parent, Student Meeting Final Recommendation Made
Counselor/Student Conference, Plan Schedule
New Arrival Center
Group 1 Bilingual
Group 2 Bilingual
Group 3/Biling. Mainstream
Main-stream

Indicators of Effectiveness

An evaluation study conducted by the district during the 1982-83 school year reported the following:

- English language gains were highly significant at all grade levels, nine through 11.
- Spanish language gains were highly significant on the listening, reading, writing, spelling, and total LAB sub tests when these were administered on a fall to spring basis.
- Math computation gains were highly significant.
- Almost all of the 45 youngsters who completed an end-of-program questionnaire gave positive responses regarding the quality of the program.
- The center has received strong support from all sectors of the community: the board of education, parents, teachers and central office staff. An active systemwide Parent Advisory Council (PAC) with 40 to 50 parents meets regularly. Last year, this group was credited with obtaining a budget increase for the center despite the fact that the district was dealing with a fiscal crisis.
- Fifteen percent of the students from the center were mainstreamed during the 1982-83 school year. Many of these youngsters have distinguished themselves academically, as well as in the arts and sports. It was reported that nine of the students mainstreamed in 1983 were on the bilingual cluster honor roll. Nineteen students cited for achievement in various subject areas were honored at the HPHS bilingual awards assembly. In addition, five students participated in the HPHS track and soccer teams.
- Three dance groups, the Lao Dance Group, the Vietnamese Dance Group and the Puerto Rican Dance Group have brought acclaim to the Center. **"They have blossomed into exquisite representatives and ambassadors of their respective cultures,"** said Anne Consoli. They have entertained in various schools in the community. They have also given performances during holiday celebrations and various ethnic programs such as the Lao New Year and the Vietnamese New Year at the University of Hartford. Their performances have brought fame to the center as well as recognition to the Hartford Public School system.

Summary

Over the past four years, the center has consistently met its objectives of providing services to newly enrolled non-English-speaking youngsters. Because of these successes, two similar centers for Jamaican students are now being planned for an elementary school and Weaver High School. The program staff is also planning to investigate the possibility of state validation as an exemplary program for dissemination to other school districts in Connecticut.

CHAPTER 4

COORDINATION OF INSTRUCTION AND COOPERATIVE TEACHER PLANNING

CHAPTER 4

COORDINATION OF INSTRUCTION AND COOPERATIVE TEACHER PLANNING

Definition

Chapter 1 teachers work closely with other content-area teachers developing cooperative plans designed to improve reading, writing/language arts, and/or mathematics skills. Teachers also share materials, discuss instructional strategies and team-teach. Other effective ways of coordinating BSI programs with the regular school program include incorporating basic skills into the curriculum across content areas.

Summary of Research

As part of an effort to evaluate the impact of the Emergency School Aid Act, (ESAA), Wellisch, et al. (1978), examined leadership behavior in nine elementary schools that had made significant gains in reading and mathematics as contrasted with 13 less effective elementary schools. Based on the perceptions of staff, they were able to categorize schools according to the level of instructional program coordination. In the study, they examined content, sequence of objectives and use of materials throughout all grades. They found that schools which showed significant gains in student achievement had extensively coordinated instructional programs. They also found that the school leaders, e.g, principals, were perceived by the staff as the primary initiators of the efforts to coordinate instruction.

Additional evidence supporting the influence of coordination on student achievement can be found in a study conducted by Little (1981). Little observed that in more effective schools:

> "(1) staff were governed by a norm of collegiality; (2) teachers engaged in frequent, continuous, and increasingly concrete and precise talk about teaching practice; and (3) principals explicity supported the development of collegiality and teachers' sharing by stating their expectations, modeling and desired behavior and providing released time for such activity."

The coordination of Chapter 1 and regular school activities appears to be particularly important for initially low-achieving students. Because of increasing Chapter 1 emphasis on program coordination, teachers and principals are now engaged in greater dialogue about the remediation of learning problems. Further support for coordination of instruction comes from the effective schools research of Ronald Edmonds (1979); Rutter, (1979); Brookover, (1979); and Weber (1971).

Cooperating, sharing of ideas, and assistance among teachers include a variety of professional activities that enhance teachers' effectiveness. Often school administrators, usually principals, emphasize the importance and usefulness of collegial activity. This is done in a variety of ways.

In some schools, principals set aside time for faculty meetings where cooperative planning and problem solving occur. At other effective schools, principals use in-service programs as a means of encouraging collaborative planning and sharing. This does not preclude teachers from adapting or modifying schoolwide instructional programs on an individual classroom basis.

Researchers have noted a relationship between effective schools and a well-organized program to establish basic instructional goals and to give these goals top priority in school practice. In the Phi Delta Kappa Study of Exceptional Urban Elementary Schools (Duckett et al., 1980), the emphasis on a well-coordinated basic skills program districtwide -- from the selection of appropriate materials to common testing practices -- was highlighted in several significant case studies. The Phi Delta Kappa report also related the mathematics and reading emphasis to one district's homework policy and the expectations that school had for children learning basic skills information both in school and at home.

According to Brookover (1980) and the Association for Supervision and Curriculum Development (ASCD) Committee, basic skills include a broad set of functional skills, not items of content and not just the 3Rs. This conceptualization permitted Brookover to see basic skills as the prerequisite to all other goals in an educational hierarchy and the essential ingredient of what education is about throughout the entire school. This unique relationship of basic skills to the attainment of all other goals presented by the ASCD Committee is illustrated in Figure 8.

Thus, quality basic skills program is well coordinated with all involved persons in the school understanding the goals, objectives, and the implementation process.

Figure 8

COORDINATION OF INSTRUCTION

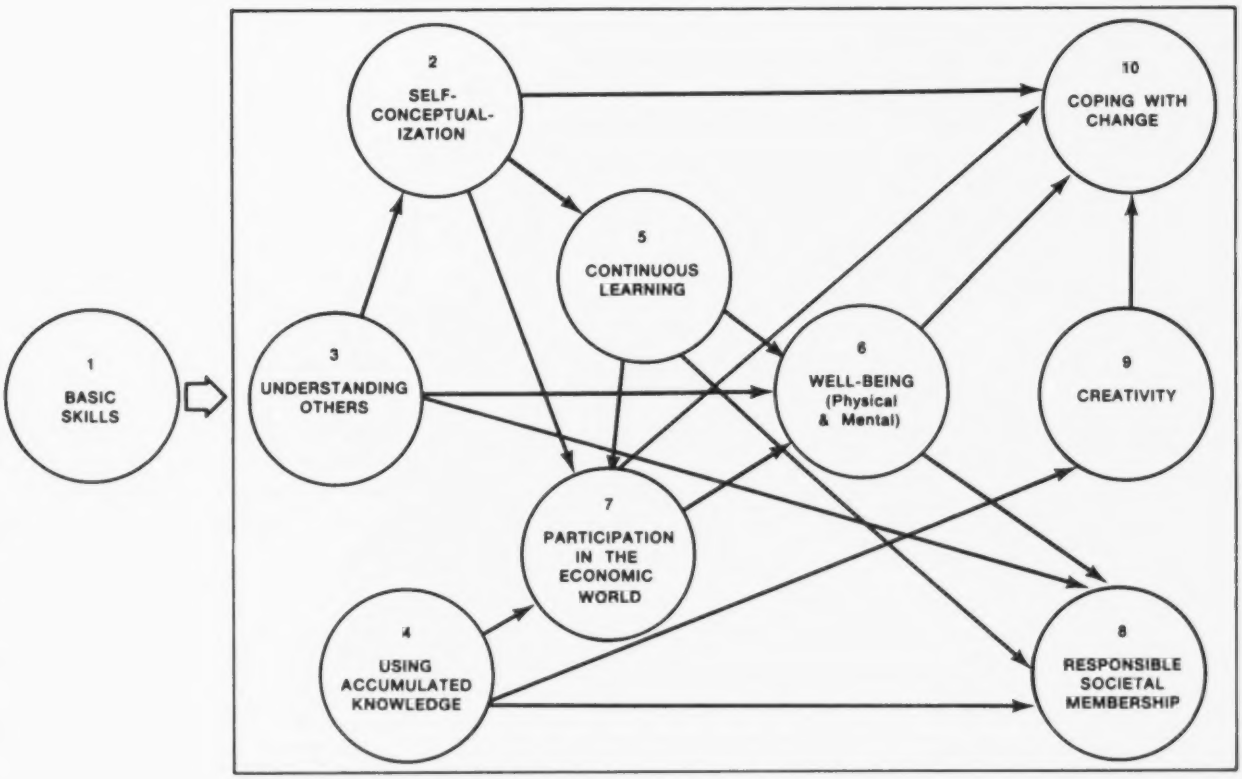


Diagram of Goal Relationships (from Brookover et al., 1980, p. 14)

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Case Studies

Many of the Chapter 1 programs included in this compendium are examples of programs that are closely coordinated with the English departments in their schools. Others illustrate program coordination across content areas.

Four schools in **Rhode Island** are included in this chapter to illustrate various ways that BSI Programs can be coordinated effectively across content areas. They are Hugh Bain Junior High School in **Cranston**, Woonsocket Junior High in **Woonsocket**, Aldrich Junior High School in **Warwick** and Newport High School in **Newport**. In **Vermont**, the Chapter 1 program in **Burlington** High School has an innovative approach that has expanded BSI services to the entire student body.

At Hugh Bain Junior High School, Chapter 1 students are scheduled into the same English, science, social studies and math classes. This arrangement allows reading specialists to work closely with content-area teachers to plan instruction and to team teach. Weekly team meetings provide an opportunity for Chapter 1 and content-area teachers to coordinate their instruction and to examine the performance of individual students in various classes. In this school, reading is as much a part of social studies, science and math classes as it is a part of English class.

Chapter 1 students in Aldrich Junior High School are also scheduled into the same English, science and social studies classes. Eleanor McSally, the Chapter 1 teacher, pulls students out of these classes on a rotating basis and provides remedial reading instruction in a reading laboratory. She works with the teachers to plan instruction and to incorporate activities, assignments and materials from their classes into her lessons.

In **Woonsocket's** Junior High, reading and study skills have been infused into lessons taught by content-area teachers.

In the **Burlington School District**, the Chapter 1 program offers tutoring and informal counseling services to eligible students. The program has been expanded in recent years to include a variety of credit and non-credit courses which are available to all interested student. These new courses allow students to work on community projects, tutor other students, work as teachers' aides and participate in student-initiated workshops.

Newport's Project SEAPORT (Student Education Assuring Positive Organized Reading) places strong emphasis on reading activities in the content areas. Reading specialist and classroom teachers plan cooperatively, sharing materials and resources. Reading specialists in the program also provide consultant services to teachers. Students in the program receive two to three periods of content-area supplemental instruction during regularly scheduled study halls which includes assistance with classwork and homework assignments.

Schools that have Chapter 1 programs where the BSI teachers work closely with teachers in the English department include East Providence Senior High School in **East Providence, Rhode Island**; J.E.B. Stuart High School in **Fairfax, Virginia**; Barre Middle School in **Barre, Vermont**; Northern Highlands Regional High School in **Allendale, New Jersey**; and Chester High School in **Chester, Pennsylvania**.

Two English teachers in **East Providence Senior High School** coordinate their instruction and team teach with the Chapter 1 reading specialist. They work in adjoining rooms and share a common planning period. They also hold weekly team meetings with the district's Chapter 1 director to discuss instructional strategies, selection criteria and time lines for the testing program.

A reading English rotation (RER) provides structure for the Chapter 1 program in **Barre** Middle School. Students are scheduled into back-to-back English and reading classes. Three teachers use a team-teaching approach to provide language arts instruction to eligible students.

In **Allendale, New Jersey**, BSI teachers in Northern Highland Regional High School consult with the English department in order to determine the needs of students. They provide instruction in note-taking skills, writing techniques for research papers, interpreting literature, and reacting to literature through writing.

At **Chester** High School in **Pennsylvania** students enrolled in the Reading Achievement Program (RAP) rotate between English teachers and Chapter 1 teachers. They receive a total of five periods of basic skills remediation each week.

COMPREHENSIVE READING PROGRAM WITH CONTENT-BASED REMEDIATION

HUGH BAIN JUNIOR HIGH SCHOOL
CRANSTON, RHODE ISLAND

Community

Cranston is a diverse community. It is located south of Providence on Narraganset Bay. Within its 30 square miles are some of Rhode Island's finest residential areas. There are also bustling commercial centers, modern industrial plants and rural agricultural areas. The city is known for the quality of its city services, especially its public schools, and for the diversity of its neighborhoods. Today, with 71,992 citizens, it is Rhode Island's third largest community. The population is relatively stable. Most of the people in the city grew up there and have remained.

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District Background

Cranston's public school system was one of the first established in Rhode Island. Currently, the district has 22 schools; 17 elementary schools (grades K-6), three junior high schools (7-9), and two senior high schools (10-12). Total enrollment is over 10,000. The district has a reputation for being one of the finest in the state. Students have traditionally scored high on nationally standardized tests. Recent results from the California Achievement Tests show that Cranston's students in grades 2-6 were at least six months ahead of national averages. Students in grades 8-10 tested a full year ahead of national norms. The percentage of high school graduates going on to college and post-college education is an impressive 68 percent.

Because of a long-term commitment to basic skills improvement and a broad offering of co-curricular activities, the schools have moved consistently toward a high standard of excellence. **"With the national recognition of Western Hills Junior High School in 1983-84 and Hugh B. Bain Junior High School in 1982-83 as exemplary secondary schools, the school system has acquired an unmatched record in Rhode Island and one that is indeed rare throughout the United States,"** - said Dr. Joseph Picano, Superintendent of Schools.

It was Cranston's long-term commitment to basic skills improvement which led to the development of a nationally validated reading program. In the early 1970s, a districtwide comprehensive testing program revealed that Cranston's students had some serious basic skills deficiencies. As a result, a comprehensive developmental reading program was developed to address these needs. Cranston Comprehensive Reading Program (CCRP) has since been validated by the National Joint Dissemination and Review Panel. "Cranston's Comprehensive Reading Program is unlike any other program offered by the National Diffusion Network (NDN). It is a comprehensive management system--not a new reading program, but a way to organize existing reading programs to more effectively deliver instruction." -CCRP brochure

Focus on: Cranston Comprehensive Reading Program

Cranston's Comprehensive Reading Program (CCRP) is a districtwide, K-12 reading instruction and management system. CCRP organizes and coordinates the delivery of reading instruction for elementary and secondary school students using a variety of commercially produced reading texts and supplemental materials. It provides classroom teachers with a system to ensure effective instruction and methods of monitoring essential reading skills.

The program incorporates skill sequences, mastery criteria, instructional pacing, continual performance monitoring, school-based and districtwide coordination and administration, staff development and methods of improving parent communication and involvement. An important feature of the CCPR process is the use of reading specialists as consultants. They advise classroom teachers, building principals, department chairpersons, and guidance personnel. The specialist's responsibility is to assist the teachers and department chairpersons in developing instructional strategies, monitoring progress and conducting formal assessments. The specialists also provide corrective/remedial instruction to students when necessary.

Every student is given a diagnostic assessment by the classroom teacher. The assessment is used to place each student at the appropriate instructional level. Using the skills checklist and ongoing performance monitoring, the classroom teacher adjusts the level and pace of instruction and tracks each student's progress.

Students requiring substantial help are served by Chapter 1 or Special Education Personnel. The building reading specialist is responsible for coordinating all resource programs with the classroom-based developmental reading program.

Carl Gamba
845 Park Avenue
Cranston, RI 02910
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HUGH B. BAIN JUNIOR HIGH SCHOOL

School-Community Relations

Hugh B. Bain operates under the philosophy of serving the community as an educational facility, as well as a community resource. This past year the faculty developed a series of evening workshops for the community which were held at the school. The workshops, free to residents, ranged from dance therapy to legal advice. Each year the faculty and students prepare food and raise funds for the needy at Thanksgiving and Christmas. They also select at least one charitable organization to assist with a fund raising activity. During the last two years, the school has had the distinction of being the largest fund raiser among participating schools for the American Heart Association. It also has had a very active PTA with a membership larger than any secondary school in Rhode Island. The staff's greatest challenge is maintaining these community-based programs while minimizing disruptions in the educational program.

Chapter I Reading Program

"In Cranston the Chapter 1 reading program is an integral part of developmental reading instruction. Reading is Chapter 1; we own it."
(Reading Coordinator)

Veronica Orabone, a Chapter 1 reading specialist, team-teaching an English class with English teacher John Tobin, wrote five vocabulary words on the board from "The Adventures of the Speckled Band," a Sherlock Holmes short story. After writing the words on the board, she turned to John Tobin and said, "I'll bet you that they (students) will learn all of those words."

"Wait a minute! I'll bet a quarter that they (students) will only learn two of the words!" he responded.

"OK, you've got a bet!" was the retort.

This "comedy routine" had the effect of challenging the students to learn the new words.

After writing the word "stooge" on the board, Veronica Orabone turned to the class and asked, "When was the last time you heard this word used?"

A student responded, "I remember last week when Jeffery acted like a "stooge." Ray hit a high fly ball while we were playing baseball in the street and it flew through Mr. Robert's window. You should have seen us run. But Jeffery just stood there, waiting for Mr. Roberts to come out."

Another student spoke up and interjected, "Maybe he wasn't being a "stooge" at all. Maybe he was just being "cool."

Other students began to join in the discussion, adding their own opinions about the incident.

After the discussion had gone on for a few minutes, the two teachers "got into the act" and began to debate the question of whether one needs to know he is being used in order to be considered a "stooge."

The students watched gleefully as the debate between the two teachers continued.

By this time, everyone was totally engaged in the lesson, offering suggestions, examples and interpretations for the other vocabulary words.

Veronica Orabone, who now had the students in the palm of her hand, asked the class to explore possible meanings for the story's title.

"It means that there are some musicians dressed-up like pirates in polka-dotted outfits trying to be cool," suggested one student.

"No it doesn't. It's about a box of multi-colored rubber bands that someone is trying to steal," responded another.

After a lively discussion during which other students contributed more farcical suggestions, Veronica Orabone left open the issue of the title's meaning and directed the students to read the story.

Commenting afterwards on the success of the lesson, she remarked, "It's amazing the things that work that you would not imagine could work."

The students in this class were all identified Chapter 1 students. They were being team-taught by a Chapter 1 reading specialist and an English teacher because of the unique way the district has structured the Chapter 1 reading program. The structure allows Chapter 1 teachers to come into classrooms and work with an entire class in a team-teaching arrangement with content-area teachers. This innovative way of structuring the program is possible because all Chapter 1 students are homogeneously grouped and scheduled into the same English, science, social studies, and math classes.

Reading specialists provide content-based remediation four times a week to students in grades seven and eight. Their instruction focuses on the skills outlined in the curriculum guide for the Intensified Reading Skills Program **(IRSP)** which has been designed for all students in the district who score below the 69th percentile on SCORE. Published by Houghton Mifflin, SCORE is a criterion referenced test which is administered to students in grades 8-12. The test is used as a tool to identify reading skill deficiencies. As part of **IRSP** all students, including Chapter 1 students, who have not mastered the appropriate reading skills receive reading instruction in their content-area classes.

Coordination

To ensure coordination in the program, Chapter 1 reading specialists meet one period a week with the principal, the director of guidance, and content teachers who teach Chapter 1 students. Meetings are used primarily to discuss techniques and strategies for reinforcing the basic skills across the content areas. These weekly team meetings are a key element of the program. They provide an opportunity for the Chapter 1 and content-area teachers to coordinate their teaching and to examine the performance of individual students in the various classes. A Chapter 1 teacher, commenting on the importance of the meetings, remarked, "If we didn't have the meetings, we would talk about the kids in the teacher's room in a negative way."

Administrative commitment to this type of cooperative effort is demonstrated by the fact that common planning periods were incorporated into the master schedule to allow time for Chapter 1 team meetings.

Conclusion

An important factor in the success of the Chapter 1 reading program is that it is totally integrated into the district's developmental reading program as well as the instructional programs across the content areas. Reading is as much a part of social studies, science and math classes for Chapter 1 students as it is a part of their English classes.

Impressive NCE gains, ranging from 7.7 to 12.5 on the CAT, attest to the effectiveness of the program. (See Table 8)

TABLE 8

HUGH B. BAIN JUNIOR HIGH SCHOOL
CHAPTER 1 PROGRAM
STANFORD DIAGNOSTIC READING TEST
NCE GAINS
1984-85

GRADE	NUMBER OF STUDENTS	NCE GAINS VOCABULARY	NCE GAINS COMPREHENSION
7	79	7.7	12.5
8	36	6.8	10.4
9	57	5.3	8.2

Source: Cranston Public Schools

SCHOOLWIDE-EMPHASIS ON BASIC SKILLS

WOONSOCKET JUNIOR HIGH SCHOOL

WOONSOCKET, RHODE ISLAND

"Unity of purpose has been the key to our success."
(Woonsocket Junior High School Principal)

Community

Woonsocket is an urban community of over 47,000 people. Approximately 75 percent are descendant of French immigrants who came to Rhode Island in the late 19th and early 20th century to work in its textile mills. The city grew rapidly, along with its reputation for the manufacture of fine woolens. Multi-family homes now dominate the main streets while single family, suburban-style homes are located in the newer parts of the city. Several modern industrial parks suggest a future which will preserve its proud past.

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District Description

Six thousand nine hundred fifty-seven pupils are enrolled in the district's 15 elementary schools (most are K-6), one junior high school (7-9), one high school (10-12), and one vocational technical school. Woonsocket Junior High, with an enrollment of 1,666 seventh, eighth and ninth-grade students, is one of the largest junior high schools in New England.

About 15 years ago the parochial school system collapsed. More than 50 percent of the students residing in the district and attending the parochial schools had to be absorbed by the public school system. Compounding the problem was the fact that many Catholic parents had little experience with public schools and less desire to use them. Despite their concern, however, they enrolled their children. The student population actually doubled over the course of three years, largely due to the influx from the parochial schools.

WOONSOCKET JUNIOR HIGH SCHOOL

At the time of this dramatic increase in enrollment, Woonsocket Junior High School was in need of serious repairs. The building is actually a combination of a junior high school built in 1915 and a high school built in 1927. An addition, which was constructed in 1957, joined these two buildings into one large complex. As a result, it has two separate administrative offices, three separate guidance offices and more than 100 instructional areas. Because it was not possible to install a switchboard for telephone calls, the school had and still has 17 listed and two unlisted

telephone numbers. These conditions led the central administration to mount a major campaign to gain public support for a bond issue to replace Woonsocket Junior H.S. with two new junior high schoool. During that time, the staff of Woonsocket Junior did not feel that they were receiving the kind of support needed to build a strong educational program.

However, in 1972, the school committee gave up its plans to build two new schools and began to emphasize improving the educational program at Woonsocket Junior High school. **"The staff was so strong and committed to the school that despite constant claims that the school could not function, it did,"** said the principal, George Gru. The professional staff, the school committee, and the community-at-large found a unity of purpose in quality education at Woonsocket Junior High. **"Unity of purpose has been the key to our success,"** observed Mr. Gru. The underlying philosophy of the school is to meet the diverse needs of every individual within the school sphere; students, teachers, administrators and parents. The principal feels that if he can provide programs which meet the individual needs of all students, each child can succeed. In order to accomplish this he has put in place an educational program which provides a schoolwide emphasis on basic skills.

Because his personal goal is to offer every student in his building 10 periods of language arts a week, all WJHS students are scheduled into either reading class or a foreign language class in addition to their English course. Students scoring below the 35th percentile are scheduled into the Chapter 1 reading program. The developmental reading program known as **Enrichment** was implemented this year for those students scoring between the 35th and 50th percentiles on the CTBS. Students scoring above the 50th percentile take a foreign language class in addition to English.

Junior High Developmental Reading Program

Woonsocket Junior High School's Reading Curriculum Management System was developed in 1984. The curriculum sets objectives and goals for the developmental, Chapter 1 and the Enrichment Reading programs and consists of sequential skills development including minimal competency criteria.

The program goals are to:

- Structure an effective, comprehensive, continuous and sequential reading management program focusing on decoding, vocabulary, comprehension, life skills and study skills.

- Provide a meaningful and practical reading program for average students in grades seven and eight that concentrates on affective and cognitive development.

- Identify skill needs, provide necessary instruction and monitor progress in order to facilitate maximum growth in reading.

- Foster an interrelationship between reading skills and content-area materials.

- Enable students to increase their background of knowledge and to become an independent readers who will read purposefully, efficiently, and for enjoyment.

Chapter 1 Program Description

Part of the schoolwide thrust to improve reading skills is the Chapter 1 project called **REACT** (Remedial Education and Counseling Therapy). It provides students scoring below the 35th percentile on the California Test of Basic Skills (CTBS) with instruction in reading comprehension, word analysis, vocabulary development, and Survey, Question, Read, Review and Recite (SQ3R) study skills as well as other techniques of basic study through content areas. Students also receive counseling therapy during the school year to improve their attention span, attendance, and classroom behavior. **"The goal of the program is to give students as much practice in reading and study skills techniques as possible,"** said one of the reading teachers.

Marlyce Adams, the district reading coordinator, supervises project **REACT**, which serves seventh and eighth grade students who have reading disabilities. It has been operating on a full-day basis since 1968 as a supplementary reading program based on specific performance objectives. In 1984-85, 198 students received services from four reading specialists.

Students are scheduled into a remedial reading class based on need. They can be scheduled three, four or five periods per week. Students scoring below the 10th percentile are scheduled into reading for five periods per week. Those scoring between the 11th and 23rd percentile have reading four periods per week. Students scoring between the 24rd and 35th percentile only have three periods of reading per week. At the present time, all eligible students are being served.

"Teachers are very happy with the scheduling procedure. Reading classes were easier to teach because students are scheduled by test score. The reading classes are more homogeneous," said Armond Hubert, guidance counselor.

Instructional Strategies

Chapter 1 remedial reading classes are structured to provide a routine for students to follow. Teachers work with students in small groups. They use basal readers from the Ginn Series. This series is also used in the elementary reading program and provides continuity with that program. Another advantage, teachers say, is that students like it and find it interesting. Other materials are used, however, to supplement the basal readers. Teachers have found the Croft Series, a criterion-referenced management system for teaching reading comprehension skills to be very effective. A vocabulary program called Wordly Wise, the Barnell Loft Specific Skills Series, and Houghton Mifflin's VISTA program, which features high interest, low vocabulary selections, are other materials most often used by teachers.

A variety of techniques have been found to be very effective in motivating students. Teachers begin each class period by setting a goal for the day. When the goal is reached, instruction stops and students may get help with homework or talk about problems, etc. Joan Christian, a reading specialist in the Chapter I program, has designed posters which feature the names of students. Next to each letter of the name is a descriptive adjective to help students develop positive self-images as well as build vocabulary. Such combinations as:

S	H	A	W	N
m	a	t	i	i
a	p	h	n	c
r	p	l	n	e
t	y	e	e	
		t	r	
		i		
		c		

were posted along with a photograph of the student on the classroom bulletin board to capture the attention of students as they enter the room.

The teachers report that students like coming to reading class. There is no stigma associated with the program because one-third of the 7th and 8th grade students are taking a reading class.

"This project has contributed to the overall success of the basic skills program in this school by consistently increasing the reading performance of educationally disadvantaged students through supplemental reading instruction and counseling services," says George Gru.

Coordination with Other Content Areas and Program

Chapter 1 staff coordinated their services in several ways with other teachers and programs in the school. For example, Joan Christian, a Chapter 1 reading specialist, also teaches a locally funded remedial reading class, Alternative Learning Program (ALP). It is designed to address the needs of potential dropouts and students with truancy problems. They attend school on an alternate schedule which runs between 10 a.m. and 5 p.m. Courses from the regular program are modified to appeal to their interests. Ms. Christian is responsible for helping improve their reading skills while in the program.

The pre-vocational teacher, Bob LeClaire, offers one period of remedial reading through woodworking for Chapter 1 and special education students. The goal of the program is to reinforce reading skills while students work on their carpentry projects. At the same time the reading teacher incorporates vocabulary from the shop course into his lessons.

Reading and study skills have been incorporated into the total school curriculum. All subject-area teachers, and library staff are involved in this effort. The library staff teach library skills and study skills. Social studies and science teachers reinforce and review study skills which are applicable to their specific subjects. Foreign language and math

teachers assist students with study skills and comprehension through a tutorial program. The music and art departments have also introduced study skills into their courses to strengthen their lessons.

"Study skills are basic to all art lessons. They strengthen observation, concentration and self-discipline," said the art teacher. The primary goal of this approach is to have students become aware of the transferability of reading skills to all content areas. The overall effect has been to reinforce and strengthen the acquisition of study skills across content areas.

Summary

District staff members identified various aspects of the Chapter 1 program which they felt contributed to its success. These included:

- Summer training sessions for teachers foster greater understanding and cooperation among the staff. For example, staff received in-service training for **Enrichment**, the developmental reading program. George Gru said that the sessions were successful because attendance was voluntary, they were held during the summer months, and teachers were paid an hourly stipend.

- Monthly conferences attended by reading staff are used as working and planning sessions as well as opportunities to participate in state training programs.

- Students are grouped homogeneously for reading class according to their CTBS scores.

- Teachers use small group instruction.

- Reading classes are an integral part of the total school curriculum.

- Scheduling procedures allow students to attend reading class from the first day of school.

- An active parent group provides community support for the program. The group includes parents of Chapter 1, handicapped, gifted and talented, and ESL students. It enables parents who have children served by various federal programs to share common concerns and combine their efforts for program improvement in all these areas.

COOPERATIVE TEACHER PLANNING AND COORDINATION

ALDRICK JUNIOR HIGH SCHOOL

WARWICK, RHODE ISLAND

Community

Warwick is a middle-class suburban community. It is part of the metropolitan area of Providence, Rhode Island, which includes approximately 87,123 people. It is considered to be the retail capital of southern New England. The area along Route 2 which runs through Warwick is rated by Money Magazine as one of the 10 ten retail developments in the country.

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District Background

Warwick School District has approximately 12,000 students enrolled in 20 elementary schools, two junior and three senior high schools. The first Title 1 program began in the district during 1965-66 school year. At the present time, 11 schools, including the two junior high schools, have Chapter 1 Programs.

ALDRICK JUNIOR HIGH SCHOOL

Aldrick Junior High School houses over 650 seventh and eighth grade students. In recent years, there has been a gradual increase in the enrollment of students from a lower socioeconomic background. In addition, an increasing number of students with reading disabilities have been identified. As a result of these recent trends, Aldrick Junior High School became eligible for Chapter 1 funding. A reading program was implemented during the 1979-80 school year.

Chapter 1 Reading Program

Twenty-three students are presently receiving Chapter 1 services in a remedial reading program. Student eligibility is determined by reading scores at or below the 40th percentile on the Iowa Reading Test.

Chapter 1 students are scheduled into the same science, social studies and English classes. Eleanor McSally, the reading specialist, has worked out a schedule with the teachers which allows her to pull students out of these classes on a rotating basis. They are pulled from science on Monday and Tuesday, social studies on Wednesday and Thursday and English on Friday.

Beverly Bittner was the first teacher to work in the program when it was implemented in 1979. She explained that the original program was a pull-out model that involved taking students out of their English classes for remedial reading. English teachers were not happy with the arrangement, and students felt stigmatized by the process.

This schedule prevents the program from supplanting any one content area entirely and helps to alleviate resentment towards the program from teachers whose classes may be disrupted by it.

"I firmly believe that the key to success is the establishment of good relationships between the reading teacher, department chairpersons and content-area teachers," Beverly Bittner said. Eleanor McSally concurs with this assessment and added, "Teachers in federal programs have to be very low key during their first year in the program and build positive relationships with the rest of the faculty."

However, not all teachers are totally satisfied with the new arrangement. Dick Inman, the science teacher, has mixed feelings about the scheduling procedure. He feels that it breaks up the continuity of his course. "Two days out of class breaks their concentration," he said. He added, however, that he had definitely noticed an improvement in their reading skills by the end of the year.

Instructional Strategies

Eleanor McSally describes herself as "that streak that runs through the school." One can sense that she works hard and loves her work. She provides remedial reading instruction in a reading laboratory which is housed in a trailer parked beside the school. The walls are lined with weekly readers from a variety of publishers e.g., Barnell Lofts Multiple Skills books, supplementary readers as well as textbooks from various content areas.

> Seventh graders enter the lab and begin immediately using the Multiple Skills series. They work on individualized assignments. After the students have worked for 15 minutes, Eleanor McSally instructs them to sit together in the front of the trailer near the blackboard. She explains that they will be developing five vowel rules.
>
> Putting examples of words containing vowel sounds on the board she tells the students they will have to develop each vowel rule through discussion and analysis of these words. Little by little she is able to tailor their comments into vowel rule sentences. "Now, whenever I see you in the hall you will tell me the vowel rules. You may get sick of seeing me but remember, I can outrun you," she teased. "I want you to memorize these rules." Following this, she had the students read the rules from the board as a group and then individually.

"Because students are becoming aware of the transferability of reading skills to other content areas, their self-concepts have improved. They feel better about themselves and their ability to perform," Eleanor McSally explained.

In addition to using the Multiple Skills Development Reading Series, Eleanor McSally incorporates materials, activities and assignments from content-area classes into her lessons. She also teaches survival skills to 8th graders using materials from newspapers, drivers' manuals, bank loan applications, and checking account forms.

"Students are encouraged to observe how skills taught in reading class can be transferred to content-area classes as well as real-life situations, says Eleanor McSally. "The content-area teachers are highly cooperative; they give me all their dittos, assignments and exams. I meet with teachers on an informal basis to collect materials," she added. "I'm not using supplementary materials but actual social studies and science textbooks to teach, develop and reinforce reading skills."

Eleanor McSally takes the 8th-graders to the library once a week to develop library skills. She also uses this time to help them with research assignments from their content-area classes, e.g., a science paper which has been assigned by their science teacher.

She has also found computers to be extremely helpful in her program. Students are taken to a computer laboratory on a weekly basis. Initially, the rationale for using computers was to teach remedial reading skills in "another way." Since then, through research, Eleanor McSally learned about a program called "Write to Read" by Dr. John Martin (now marketed by IBM). While the program is suitable for beginning reading only, the philosophy behind it is valid for any level. Writing with a computer is less threatening and certaintly less tedious," says Eleanor McSally. "It introduces a whole new spectrum of useful life skills besides, such as, typing and word processing. It also provides students with a general level of comfort with computers that they might not otherwise have an opportunity to develop."

Summary

In addition to the reinforcement and remediation of reading skills, the program is enhanced by the incorporation of library and computer skills. Students benefit from a well-rounded educational approach, which provide them with the confidence and skills necessary to be more successful in their content-area classses.

CHAPTER 1 TUTORIAL PROGRAM

ROGERS HIGH SCHOOL

NEWPORT, RHODE ISLAND

Community

The city of Newport was founded in 1639. It became world famous as a commercial seaport early in its history. At the turn of the century, this "City-by-the-Sea" became the site of the palatial "summer cottages" of the country's leading socialites. It is also the home of international sailboat races. The city has the second largest concentration of high-tech industries in New England. The economy, which is based upon tourism, fishing, and high-tech industries subcontracting with the Newport Naval Base, is presently very strong, as evidenced by a low unemployment rate. The 29,259 people who live there are an interesting blend of social classes. The social class structure ranges from the very wealthy who live there only during the summer months to the very poor who are year-round residents. The majority of people, however, are middle-income professionals who work in the high-tech industries located in the area. The average family income of approximately $23,000 is the third lowest in the state. Thirty-five percent of the population are low-income service workers. Fifteen percent are minority, primarily black.

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District Background

Newport School District is a small district with a total of 3,920 students. They are enrolled in six elementary, one junior high school and one senior high school.

Chapter 1 Program - Project SEAPORT

"I have personally watched students walk across the stage on Graduation Day, who I know would never have made it had it not been for Project SEAPORT. They had been given self-respect as well as reading skills."
(Sydney Williams, Assistant Superintendent of Schools)

A districtwide assessment conducted in 1965-66 revealed that most Newport students needed help in the area of reading. As a result, Project **SEAPORT**, Student Education Assuring Positive Organized Reading Techniques, was developed to address this need. It was designed to provide remedial reading services to Chapter 1 students in grades one through 12. Initial implementation included grades two and three at the elementary level, grade six at the junior high level, and grade nine in the senior high school.

Project SEAPORT provides individualized prescriptive instruction in a classroom setting and in learning resource laboratories. The program places a strong emphasis on reading activities in content areas. In order to coordinate effectively, reading specialists and classroom teachers plan cooperatively, sharing materials and resources. The reading specialists also provide consultant services to teachers.

ROGERS HIGH SCHOOL

Rogers High School is a comprehensive high school which includes a regional vocational/technical school. Fourteen hundred students are enrolled in grades 9-12. Fifteen percent of these students are minority of which 11 percent are black. Approximately 30 percent are eligible for the free/reduced lunch program.

Difficulties arose almost immediately when Project SEAPORT was implemented in the high school. Resistance from students and teachers made it almost impossible for Title 1 teachers to provide services. They had difficulty convincing content-area teachers to adjust their teaching strategies and materials to meet the needs of students who were unable to function academically above the fifth grade level. In addition, students who were eligible for the program felt stigmatized as underachievers and were not enthusiastic about participating. Consequently, in 1976 the program was discontinued. When it was reinstituted two years later the original pull-out model was replaced with a tutorial model. A concerted effort was made to find teachers with elementary school training and experience who could tutor students in the content areas. These elementary trained teachers were selected because it was felt that they had the appropriate training and would be sensitive to the problems of students who needed remedial reading instruction.

"Elementary schools are a great training ground for anyone who wants to teach at the secondary level and especially for those who are interested in remediation at that level," said Sydney Williams.

During that first year after the program was reinstituted, only one teacher, Peggy Hughes, was assigned on a pilot basis. She spent the entire year working hard to build positive relationships with students and teachers. As a result, content-area teachers, who were initially resistant, became very supportive of the program. Her success in improving the skills of students assigned to her enhanced the image of the program enormously.

Project SEAPORT is now into its seventh successful year at the high school. John F. Smith, Director of Guidance, presently supervises three full-time reading specialists who provide tutorial services for 90 of the 200 eligible students.

Selection Procedures

A point system, based on multiple criteria, is used to determine student eligibility. The criteria and number of points assigned to each are as follows:

Standardized test score (below the 40th percentile) Former classroom teacher recommendation	55 points
Principal/Guidance department input Reading specialist input	45 points
Total	100 points

Students are placed on a list according to the number of points assigned. A minimum number of points is required for participation. Because there are not enough teachers to service everyone who is eligible, students with the highest number of points are considered most in need, and are given priority.

Chapter 1 teachers visit all English classes at the beginning of the year. They present basic study skills lessons in all lower-level ninth-grade English classes. At that time, they inform students that they are available to provide individualized help with study skills. Then students who have been identified by standardized tests as needing reading remediation are called in individually to discuss the opportunities for tutoring which are available. All aspects of the program are explained. Based on this information, students decide whether to participate in the program. Only five percent of the eligible students opt not to be in the program.

Great care is taken not to make students feel that they are different or of a lower status because they participate. The **voluntary** nature of the program is an important feature. If a student declines, the next student in order of priority is given the opportunity to participate. Not only do students choose to be part of the program; they can be terminated if they lack commitment. Students view the program as a privilege.

Instructional Strategies

Students who participate receive two or three periods of content-area supplemental instruction, e.g., assistance with class work and homework assignments. They are scheduled into the reading laboratory during their regularly scheduled study period. No more than four students are scheduled into the reading laboratory at a time. While in the lab, the students learn how to apply appropriate reading and study skills to various classroom assignments. Instruction is tailored to their individual learning needs and styles. Teachers use Mapping of Learning Styles: Management System and test results from the Pre/Post California Reading Test to develop individualized instruction plans for each student. They also use textbooks and materials from other courses in which students are enrolled to further individualize instruction. Students also have the option of taking content-area tests in the reading laboratory.

A file is kept for each student which includes:

- a list of skills diagnosed as needing remediation;
- a list of skills taught;
- reflection of growth attained in each skill; and
- classroom teacher and parent conferences.

Students remain with the same teacher for three years if they have not been exited before that time. Staff members attribute their excellent student-teacher rapport to the continuity provided by this practice.

"Students in this program attend with enthusiasm and if they feel 'singled out' it is a feeling of pride and accomplishment because they know that they are more successful in school as a result of the assistance they are receiving," said the Chapter 1 teacher.

Many students who had a positive experience in the program have encouraged their friends to participate. Moreover, it is not unusual for the teachers to volunteer to take on additional students. The resource rooms are available to students beyond their scheduled periods and are open before and after school.

"The key to the success of the program the second time around was finding good teachers. By that I mean teachers who are willing to go that extra mile if necessary to help students. We found teachers who were willing to go an extra 100 miles. I have seen those teachers put in extra hours before school, and I have seen them there after school. They work above and beyond the call of duty. In my opinion, it shows that they are having a good time. I do not believe that people stick with something and give it extra time and effort if they do not enjoy it," said Sydney Williams.

Chapter 1 teachers are well-integrated into the life of the school in several ways. Two of the teachers, Mary Ellen Burns and Mary Colton, serve as the yearbook advisors, a role which has enhanced the status of the program in the eyes of the students. Because they are well-known and popular with the entire student body, students who participate in the program are envied.

Another characteristic of the program is the significance placed on effective communication. The reading resource teachers are facilitators of information among parents, classroom teachers, guidance counselors, and administrators. They sit in on parent conferences as well as respond to specific requests from content area teachers about particular student needs.

Indicators of Program Effectiveness

Project SEAPORT was one of the original 21 Title 1 programs validated by the National Diffusion Network (NDN).

Attendance rates for students in the program are higher than those of the total student body.

The response of student, staff and parents to the program has been very positive. "One of the most significant reasons for the success of the program is that the staff have managed to avoid stigmatizing students who are in need of help," said Mary Macioci, Grants Program Coordinator.

"This program encourages the development of strong self-images," she added.

Sydney Williams summed up the effectiveness of the program with the following observation:

"I have seen parents who were so inspired by their child's achievement they went back to school to get their own high school equivalency diplomas. I shudder to think that there may be people out there who look on Chapter 1 as another boondoggle. They have no idea of the number of children who have been saved by this program."

TUTORIAL PROGRAM WITH ALTERNATIVE EDUCATIONAL OPTIONS

BURLINGTON HIGH SCHOOL

BURLINGTON, VERMONT

Community

Burlington, the largest city in Vermont, is a university town of approximately 35,000 people. The University of Vermont and General Electric are the two largest employers in the community. Recent efforts to redevelop the center-city area have attracted a growing number of middle and upper-income families back into the town. The economy is currently in a recovery after going through a recent recession.

* * * * * *

District Description

The school district includes seven elementary, two middle schools and one high school. Due to declining birth rates and residential population in Burlington, student enrollment has declined by 50 percent in the last 10 years. Presently, 4,000 students are enrolled in district schools. Forty-two percent are eligible for Chapter 1 services.

Burlington High School

Burlington High School (BHS), a comprehensive high school, has a total enrollment of 1,200 students in grades 9-12. The student body represents a wide range of socio-economic levels. Most students come from middle-income families. However, the student population is currently in transition. An increasing number of low-income students are enrolling in the school. The majority of students are white and of Anglo-Saxon descent. The student population also includes a small minority of French-Canadian descent and a few Southeast Asians, primarily Vietnamese.

Administrators are very proud of the fact that most students score above the national average on standardized tests and that their SAT scores did not decline during the 1970s when there was a national decline in scores. Administrators are also proud of the school's 95 percent attendance rate.

Because BHS is located in the center of Chitendon County, it offers a wide range of regional services, e.g., a special education program for handicapped students, an alternative program for adjudicated youth and a large vocational/technical school.

"ASPIRE is one of the most exciting programs and places in BHS."
(BSI teacher)

A Student Planned Innovative Research Experiment (**ASPIRE**) is a basic skills program which was implemented 13 years ago to provide academic support for average students who were bored with school. At the time it was felt that these students needed some educational alternatives to re-energize and motivate them to improve their academic performance in school. During the last several years the program has undergone some significant changes. It now offers a variety of alternative educational experiences for students of all ability levels in grades 9-12. Approximately 60 students are now being served. The program includes tutoring services provided by three Chapter 1 teachers. They give individualized help to students scoring below the 35th percentile on the California Achievement Test (CAT). Students receive instruction in study skills, test-taking strategies, remedial reading, remedial math and time management. A counseling service is also included for students who are having emotional problems.

Ken Hannigton, the ASPIRE math teacher, tutors students in groups of five or six. He reported that his students average two years progress for each year of instruction. He maintains that his success is due to the individualized help they receive. "Because ASPIRE teachers receive computer printouts of all their student's grades, they can plan to intervene immediately when a student is in trouble."

The content-area teachers regard ASPIRE as a resource. Several have been able to improve their teaching strategies via team-teaching arrangements with Chapter 1 teachers. For example, when a science teacher and an ASPIRE teacher team-taught a science class, the ASPIRE teacher developed the learning strategies for the class while the science teacher prepared the content. The science teacher now feels that he can plan more effective lessons for remedial level students in his class as a result of observing the Chapter 1 teacher in action.

ASPIRE teachers have developed many of their own instructional units. Since classes are not held on Fridays, they use those days to consult with other teachers and to develop materials to meet specific student needs. For example, a listening skills unit was developed by staff members who felt that students were not getting the most from classroom lectures.

Focus on: Be a Good Listener

The unit includes a series of short presentations at four different levels of difficulty on a variety of topics. At the simplest level, the story line is easy to follow, the presentation is short and the main ideas are easy to identify. Following each story, the shortest of which is a half a page in length, a note summary of the story is included with key words identified. A fifth level of difficulty is created by transcribing actual classroom lectures, using the same format. There are a total of 60 stories or lectures.

The written stories are on a set of eight tapes. Students listen to the tapes and make notes as they listen. The teacher assists students in comparing their notes with the written version prepared by the writer of the story. Students gradually expand their ability to concentrate on lectures, to identify major themes and to prepare adequate notes for review.

A handbook is available which includes suggestions for teachers on ways to help students improve their note-taking strategies and their memories in order to increase retention of content.

The listening skills instructional unit has been written up in the Sourcebook for Chapter 1 by the Institute for Community Service and is available from the Vermont Department of Education.

Contact:

Dr. Franklin Adams
Compensatory Education Unit
Archibald Street
Burlington, Vermont 05401
Phone (802) 828-2753

The **ASPIRE** program also offers a variety of credit and non-credit courses which are available to any interested student. They include:

Peer Tutoring (open to students with good basic English and math skills after conference with ASPIRE teachers).

The first phase of the course involves a training program. When students have completed the training, they may tutor other students for two mods (20 minutes) per day. Peer-tutors are required to keep progress records. They also attend conferences with staff members in order to discuss any problems they may be having. As a result of participating in this activity they learn the skills of tutoring math and/or spelling, reading, writing, and study habits.

Enormous benefits have been attributed to this activity for the tutors as well as the students receiving the service. One peer tutor is now in the process of writing a computer program as a result of his experience in the program.

Teacher Aide (open to students after conference with ASPIRE teacher)

Students complete a teacher aide training program. They are then eligible to work in elementary schools and middle schools in the district as well as in BHS classrooms during their study halls. Students who are placed in the elementary and middle schools work as teacher aides for a minimum of three days a week, two hours each day. They keep journals and attend conferences six times each semester with ASPIRE teachers who monitor their progress. Students who work as aides in the high school work for two mods every day.

Community Experience (open to students in grades 10-12 after conference with ASPIRE teacher)

Students earn credit while working with adults in the community for six hours per week. They have the option of selecting an adult to work with or eliciting the help of the ASPIRE staff in identifying community resource people and making arrangements.

Student-initiated Workshops

Any student or group of students who have a particular curiosity or interest in exploring a subject not offered in the regular curriculum can meet with ASPIRE staff and plan a series of workshops or individual experiences. The workshops are offered after school and are open to all students and teachers. Students earn credits for planning and participating in the workshops. Workshop topics have included: guitar lessons, sign language, photography, and animal studies.

Because the ASPIRE program is so diverse, it is well-integrated into the entire school program. The Chapter 1 staff view themselves as "credit brokers," "referral agents," consultants and models for alternative teaching strategies. However, their main objectives are to provide support for students and to help them become more successful in their regular classrooms. Elizabeth Dutton, an ASPIRE teacher, feels that the program is

successful because, "We have more latitude than other teachers have in working with the students. We provide emergency types of service without a lot of paperwork and red tape. In addition, the entire staff works together to help students. It is through this cooperative effort that change can happen. Moreover, it is also an emotional support system for students and it is seen that way by the faculty."

Indicators of Effectiveness:

- Two school board members have had children in ASPIRE and now support the program whole-heartedly.
- Parents have requested that their children be enrolled in the program.
- More students are meeting state and local requirements, and graduating.
- Students have brought their friends to participate in various aspects of ASPIRE.

ENGLISH COURSE WITH READING EMPHASIS

EAST PROVIDENCE SENIOR HIGH SCHOOL

EAST PROVIDENCE, RHODE ISLAND

Community

East Providence Senior High School is located in a city of approximately 50,980 people. The population is composed primarily of blue-collar workers. Thirty percent of the citizens are of Portuguese descent. The city's minority population, approximately eight percent, consists of blacks, Cape Verdeans and Hispanics.

EAST PROVIDENCE SENIOR HIGH SCHOOL

East Providence Senior High School is located in a district which has two junior high schools and 14 elementary schools. Forty-six percent of last year's graduating class went on to higher education.

A Title 1 program was first implemented in the high school during the 1966-67 school year. It was re-designed in the spring of 1979 to bring it into compliance with revised federal regulations and to make it more effective.

Chapter 1 Program Description

"The attitude of the kids .... They feel that they belong here now."
(Principal)

Students in the program are scheduled into a modified English course. The content of the course is designed to provide intensive instruction in reading and writing skills.

Any student in grades 10-12 who scores below the 23rd percentile on the Iowa Reading Test is eligible for the program. Students are also referred by their guidance counselors and English teachers. Currently, there are 125 students in the program and 35 on a waiting list. There are three classes of juniors/seniors and two classes of sophomores.

The two English teachers, who teach these classes with a Chapter 1 reading specialist, volunteered for the assignment. They coordinate their instruction and team-teach with a reading specialist. Working in adjoining rooms, they also share a common planning period. The team meets weekly with the district's Chapter 1 director to discuss instructional strategies, selection criteria and procedures, and time lines for the testing program.

Because the course of study is adapted from the regular English program, it fits into the total school curriculum. Students in the program receive one credit towards three English credits required for graduation. The stigma which was once attached to Chapter 1 students, who were pulled out of

English classes, is no longer a problem. "What was originally an isolated remedial reading program has developed on its own into a total language arts program," said Maureen Conroy, the reading specialist. The teachers also work closely with other content-area teachers in planning instruction. When asked to name the strengths of the program, Maureen Conroy said, **"One of the good things about this program is its flexibility. We can work closely with other content-area teachers and tailor our instruction to meet the needs of the students."** For this reason, teachers have deliberately avoided formally writing up a curriculum guide. This keeps the program flexible. "The chance to do whatever is right for the students at the moment is what makes the program strong," added Kathy O'Neil, an English teacher.

Indicators of Effectiveness

The Principal, Arthur Elmasian, remarked, "A lot of kids are much happier now." He feels that the lack of reading ability can be a deficiency which effects a student's total school experience.

"The big thing is the success of some of the kids in the program. Not too many of these kids drop out. Students who formerly had a defeatist attitude now feel they belong in a class and their academic success has a great deal to do with how much they want to come to school. This program almost parallels the way athletics can keep students in school, only in a different area. The attitude of the kids...they feel that they belong here now."

Many former Chapter 1 students have gone on for further education as a result of their improved skills, increased confidence and improved self-image. They have continued their education at post-secondary vocational training schools, the state community college, Rhode Island College in a special bilingual program, and four-year college programs that incorporate modifications for the reading disability or offer specialized tutoring services.

A former Chapter 1 student who felt confident enough to further his education after high school as a result of an improved self image gained in the program explained his motivation this way, "I did more than my friends hanging on the corner did. I at least gave it a try." In fact, Pat Hines, the English teacher said, **"We found attitude changes among the sophomores by December. Teachers have told us it carried over to their other classes as well."**

Conclusions

A number of factors were identified by various staff members as being key to the success of this program. They include effective assessment procedures, a dedicated staff and effective staff in-service programs.

- An organized, well-planned assessment procedure was identified as very important for planning instruction. The data-collection, record-keeping system and the transfer of information from senior high school to junior high school has enabled the B.S.I. team to tailor the program to the students' needs. "This really helps the Chapter 1 teachers get through the period of 'getting to know' the students."

- Another factor in the success of the program is the commitment of the teaching staff. Chapter 1 director, Joan Soper, feels that the teachers are the strength of the program because they are willing to gear their instruction to the needs of the students. During the 1979-80 school year, she met with the teachers three times a week. "We all supported each other during the initial weeks of developing a new program, modifying an existing curriculum, and implementing the team-teaching model," she explained. The principal noted that the teachers in other content areas are more willing to make modifications in their own teaching strategies to help these students now that they can see the success of the Chapter 1 program. Some of the content-area teachers are more responsive because they appreciate the work of the Chapter I teachers. "It has helped not only in English but in all other subject areas," Joan Soper added.

- Finally, the staff feels that in-service training is vital to a successful program. The training is an on-going process for the team during their daily planning periods and weekly meetings. The two English teachers recently presented a workshop on "Writing to Develop Reading" for the New England Association of Teachers of English. **"Students read more purposefully when they know they will have to write about it the next day,"** said Kathy O'Neil explaining the focus of the workshop.

READING/ENGLISH ROTATION

BARRE MIDDLE SCHOOL
SPALDING HIGH SCHOOL

BARRE, VERMONT

Community

Barre is a community of 9,000 people living in a town which is only four miles square. It is the home of Rock of Ages Memorial Company, largest granite memorial manufacturing company on the east coast. The town is also the commercial center for the surrounding area. The population is primarily second and third-generation Italian and French Canadian. The majority are employed in the granite industry as highly skilled stone cutters. Until recently, the population was very stable. As many as 80-85 percent of the students who began their education there eventually graduated from Barre High School. As a result of the recent construction of low-income housing, the population is becoming more transient and less affluent. At the present time, only 50 percent of the students who begin school in Barre will ultimately graduate in that community.

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District Background

Barre School District is very small. Five elementary schools, one middle school and one high school make up the entire district. Total student enrollment is 2,000. Since everyone is within walking distance of the school, there are no school buses.

Chapter 1 funding is used for a K-12 reading program. All students scoring below the 40th percentile on the Gates-MacGinitie Test in reading are eligible and presently being served. Approximately 350-360 students districtwide are enrolled in the program.

BARRE MIDDLE SCHOOL

Barre Middle School (grades six to eight) is a small school with only 312 students enrolled. Reading English Rotation (RER) was introduced into the district as a result of a workshop presentation by Marcelyn Hobbs, former Chapter I coordinator from the state of Georgia.

Students in sixth grade are scheduled into back-to-back English and reading classes for **RER** during a 90-minute block of time each day. Three teachers, using a team-teaching approach with the help of three aides, provide language arts instruction. They divide the students into three groups according to their ability levels. The groups rotate among them, spending 30 minutes on spelling and grammar, 30 minutes on a literature

program and 30 minutes doing independent assignments. The staff has found this approach to be a very effective technique for keeping students from becoming restless and/or bored. By breaking up their work sessions into 30-minute segments, the students are better able to give their full attention to assignments and to concentrate on instruction.

Instructional Strategies

When students come to Linda Owen, a sixth grade BSI teacher, she divides the 18 students assigned to her into three groups. While she teaches spelling to one group, an aide directs another group in an art activity involving reading to follow directions. A second aide oversees some independent readers and corrects their work when it is completed. An ordinary kitchen timer is used to keep track of the time. At the sound of its bell, each group moves from one learning activity station to another. Linda Owen signals "time's on" to indicate that students should be settled down in the next work area after the rotation. She also gives the total group a two-minute warning before the bell rings again to indicate that it is time to finish activities and put away materials.

Eighth graders assigned to Chapter 1 are taught reading for content, study skills and survival reading skills. Their teachers use a thematic approach to lesson planning. This year the theme for December was myths and legends. The Chapter 1 teachers involve other content area teachers in this process so that the themes get reinforced all day long.

Parent Involvement

An annual activity used to increase parental involvement is an awards ceremony held in conjunction with the parents' conference. Teachers invite parents to the school for an afternoon of sharing. At that time, they explain the program and activities. Students receive awards as part of an awards ceremony held at that meeting. Each year, parents leave with a sense of pride in the accomplishments of their children.

SPALDING HIGH SCHOOL

The reading lab in Spaulding High School is staffed by Edith Leighton and "Pinkey" Bartlet. During the past seven years, the lab has provided individualized reading instruction to Chapter 1 students in grades nine to 12.

Students are referred to the reading lab by their insructor in any subject area. After eligibility is established, the student is enrolled. Referrals are accepted throughout the school year. Developmental reading and study skills are taught.

The program currently serves 62 students, five days a week. Thirty-six of the students are ninth graders who will test out of the program at the end of their sophomore year.

The program stresses organizational techniques to improve study skills. To facilitate this process, teachers developed a daily record sheet for recording the completion of class work and homework assignments. They report that students like these sheets so much they ask for extras to use in their English, social studies, general business and science classes.

Students receive half a credit for participating in the program. "The awarding of credit gives the program credibility in the eyes of the students," said Edith Leighton.

Parents are encouraged to visit reading lab and many do so, especially at Open House held in late autumn each year. Progress notices are sent home four times a year.

In general, the faculty is the strongest advocate of the program. They provide "on-going and daily" input about the needs of the students. One teacher's remarks about the program summarized the feeling of many of the staff, "If a need is expressed to Chapter I staff members, they'll get it done."

Edith Leighton feels very good about their success rate in keeping students from dropping out. She attributes this to support from other staff members and the administration. "We have the support of the teachers, the principal, the director of pupil personnel services and special education, and the superintendent," she said.

Indicators of Effectiveness

- Scores on the Gates E-3 vocabulary pre and posttest increased by an average of eight normal curve equivalents NCEs, which is four points higher than in previous years.

- Classroom teachers of reading lab students report that grades on vocabulary tests have gone up dramatically as well. Students taking the PSAT and SAT tests have noticed large increases in vocabulary scores. One student gained 100 points after vocabulary study at the reading lab.

- Few students drop out of the program;
- Many students refer their friends to the program; and
- Seniors often return to the lab for help during their study hall.

EMPHASIS ON COORDINATION OF INSTRUCTION

NORTHERN HIGHLANDS REGIONAL HIGH SCHOOL
(DISTRICT OF ALLENDALE AND UPPER SADDLE RIVER)

ALLENDALE, NEW JERSEY

Community

The suburban, residential, upper-middle class towns of Allendale and Upper Saddle River are located approximately 15 miles from New York City. The two communities have a combined population of 15,000 people. Most residents are employed in executive, professional or managerial positions in New York City.

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NORTHERN HIGHLANDS REGIONAL HIGH SCHOOL

Northern Highlands Regional High School (NHRHS), a four-year comprehensive high school, has 1,106 students enrolled in grades 9-12. It occupies a sprawling, one-story red brick building located on a 55 acre campus of striking physical beauty. It was opened in September, 1965. Inside, the spacious corridors are clean and quiet. The atmosphere is orderly, yet relaxed and warm. NHRHS has some of the most modern facilities available in the state: IBM PC computers for students' use; a planetarium; the only electron microscope in a New Jersey high school; language labs; an innovative theatre/auditorium; a writing lab; two reading labs; and a math lab.

An outstanding staff has brought recognition and distinction to the school. Several members of the faculty have received awards for their work with students. Within the past three years, staff members have been selected as: Teacher of the Year in Industrial Arts in New Jersey; the Biology Teacher of the Year in New Jersey; and the Marketing Education Teacher of the Year in New Jersey. Various members of the English department have had their work published in national publications such as The Wall Street Journal, the New York Post, and Readers Digest.

Although the educational program offered at the school attempts to meet the needs of all of its students, its major focus is preparation for education beyond high school. The administration, faculty and school board have committed themselves to one goal: **excellence.** Community recognition of that effort is evidenced by the results of a 1983 study of 73 school districts in Bergen County conducted by the Record, a local newspaper. The publication cited Northern Highlands and one other district in the county for academic excellence. In explaining the reason for their selections, the publication noted, "In the 18-year existence of the district, Northern Highlands' students have been among the top academic achievers in Bergen County. Nearly 80 percent of last June's [1985] 294 seniors were headed for college, a level that led Bergen County."

Chapter 1 Program Description

A basic skills improvement (BSI) program was first implemented in the district in 1977. Jacqueline Moore, basic skills coordinator, was instrumental in getting the program started and has coordinated the program since that time with the assistance of Pamela Bosco. The program is designed for those students who have not mastered the basic skills in English and mathematics. Inclusion in the program is based upon the students' performance on schoolwide spring assessment tests, as well as referrals from teachers and guidance counselors. The district uses a cut-off score of 80 percent on the Minimum Basic Skills Test and the 40-45th percentile on the reading comprehension section of the California Achievement Test (CAT). A total of 45 students were served during 1984-85.

The BSI Program is offered three to five days a week, depending on student need and availability. Students may earn 2.5 credits a semester by attending BSI classes five days a week. They earn partial credit for attendance of less than five days a week.

Additionally, incoming ninth graders identified as needing compensatory instruction in reading are given the option of being included in a special freshman English class. The curriculum, as in the other ninth grade English sections, includes reading, literature, writing, grammar and vocabulary, with a greater emphasis on reading skills. The pace of the class is slower and the class size is smaller, averaging no more than ten students. The math-identified students are included in the Math I classes, which also average 10 students per class. The math curriculum includes computational skills and the application of these skills to everyday situations. Both the English and mathematics classes are taught by the basic skills teachers. Students earn five credits for the year's work.

Communications Skills

Students in BSI classes receive support in their academic courses through study skills development, while remediation of their specific weaknesses is accomplished through the use of teacher-made and commercially prepared materials. They are taught to apply the SQ3R system (survey, question, read, recite, and review) to their textbook assignments. "We do a lot to help students learn how to learn," said Jacqueline Moore. "The curriculum is a modified version of the developmental reading curriculum," she added.

Students receive instruction in note-taking skills, writing techniques for research papers, interpreting literature, and reacting to the literature through writing. They are also helped, when appropriate, to prepare for Scholastic Aptitude Tests and College Board Examination.

Math Remediation

The BSI math curriculum includes computational skills and, like the Math I class, emphasizes the application of these skills to everyday situations. An educational program is designed for students and is based on their

individual needs. These needs are determined by the results of the California Achievement Test, administered at the beginning of the session. Another form of the CAT is given at the end of the session to evaluate each student's progress.

Students receive small-group as well as individualized instruction. Teachers help students with assignments from their regular math classes through the use of both commercial and teacher-made materials.

Instruction focuses on:

- computation - addition, subtraction, multiplication and division of whole numbers, decimals and fractions.
- concepts - application of percent problems, measurement, graphs, and life skills.

Instructional Strategies

Students receive an orientation regarding the function of the program and the materials used within the program. A student profile is completed to determine the particular areas of weakness. Based upon the results, individual and/or small group instruction is provided so that students work at an appropriate level. This process eliminates frustration while strengthening particular areas of weakness.

Students in the 10th-12th grade Basic Skills Improvement (BSI) Program are provided with a folder which includes their profile sheet and a record-keeping form listing daily assignments. Comments are noted on the form by both the student and teacher regarding the results of the daily activity. These activities vary according to the needs of the student. The program is planned to provide a balance between supporting the students through their academic courses and remediating their specific skill weaknesses.

The structure of the program is such that students may check their responses to any questions they may have been asked to answer. All work is kept in the students' folders. Teachers check students' work and discuss their progress on a daily basis. Students are not required to do homework when working on skills improvement. When they are receiving help with their academic assignments, however, they are expected to continue their work at home.

Coordination

"The most positive thing that I can say is that our program is well incorporated into the whole...." Jacqueline Moore.

Chapter 1 teachers are full-time employees paid by the Board of Education. This, according to the guidance director, is the strongest point of the program: "The teachers are part of the faculty and therefore they belong. They are not isolated. It has allowed them to establish a working relationship with the other teachers," she said.

The basic skills teachers work closely with the guidance department in order to obtain as much information as possible on each student in the program. Information about the student's emotional as well as academic needs is acquired from records in the guidance department. BSI teachers also meet with content-area teachers to discuss goals and also ways to develop students' study skills by using materials already in use in their academic classes. They remain in contact with the content-area teachers throughout the semester to discuss the students' progress, as well as to determine the on-going needs of the students. Teachers feel that the performace of many BSI students in their academic courses has improved dramatically because of the support received from basic skills teachers.

When students exit the program, the coordinator works closely with the guidance department to make certain that they are continuing to achieve in their academic courses. Students who score at or below the state guidelines for selection generally remain in the program for more than a year.

Parent Involvement

Parents are notified when their children have been selected for inclusion in the program. Each year an orientation session is held at which BSI teachers describe the program to parents and discuss its effectiveness.

Parents are invited to meet with basic skills teachers again in the spring. At that time, the program for the following school year is discussed, and parents are invited to give input into planning. Individual conferences with parents are arranged as the need arises.

Professional Development

Basic skills improvement teachers attend workshops outside the school which have applicability to basic skills instruction, e.g., techniques and strategies for teaching learning-disabled students and techniques to improve reading and mathematics instruction. BSI staff members also meet about three times a week to discuss the needs of individual students, share teaching techniques, and review materials available for use in the program.

REMEDIAL READING AND MATH

CHESTER HIGH SCHOOL

CHESTER, PENNSYLVANIA

Community

The Chester Upland School District is comprised of three municipalities (City of Chester, Chester Township, and Upland Borough) and has a combined area of 6.88 square miles. The district is situated on the Delaware River, midway between Philadelphia, Pennsylvania, and Wilmington, Delaware. The three municipalities have a total population of 54,921. The population, which is predominantly black (54 percent), is a composite of many religious, national and ethnic groups.

The city of Chester began to decline economically in the mid-1950's when Ford Motor Company closed its manufacturing plant there. Sunship, another major employer in the city, began huge lay-offs in the 60's when it changed its focus from ship manufacturing to repairs. By 1980, the situation was so critical that the governor of Pennsylvania declared the city of Chester to be among the most economically depressed cities in the state. The city is now beginning to show some signs of an economic turn-around with the recent success of River Bridge, an industrial park, and the Morten Avenue Redevelopment Project, which will attract high tech and research and development industries into the area.

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District Background

Declining enrollments in the district have reduced the student population from a high of 11,000 in 1976 to approximately 8,300 students. Chester-Upland school district has a total of 11 public schools, seven elementary schools, three middle schools and one high school. The student population is 76 percent black, 20 percent white and 24 percent Hispanic. A higher than normal incidence of economic deprivation exists in many sections of the school district, as evidenced by the large number of students who are eligible for the free/reduced lunch program. Approximately 52.2 percent of the students districtwide are identified as low-income. Individual percentages for elementary buildings range from 58.9 to 77.3.

At the present time, 11 public schools and five nonpublic schools in the district are receiving Chapter 1 money for a variety of remedial basic skills programs. Chapter 1 funding pays for the following:

- aides for bilingual teachers;
- Chapter 1 reading and math teachers;
- aides in Chapter 1 learning centers; and

- teachers for over-aged middle and high school students who have been retained for one or more years.

A total of 17 Chapter 1 reading specialists assisted by 19 aides operate learning centers in 15 public and non-public schools. The district has two nationally validated Chapter 1 programs, Math Achievement Program (MAP) and Reading Achievement Program (RAP) which are designed to provide remedial math and reading services for students in grades 2-5. These two programs also received Certificates of Merit in the 1985 National Chapter 1 Recognition Program which honored 118 programs nationwide. Chester-Upland School District was the only one of the six districts recognized in Pennsylvania to receive two awards. At the secondary level, the Interim Learning Center, a Chapter 1 alternative educational program is operated in the high school.

"Chapter 1 is seen as a leading force in the district. Chapter 1 pulls the rest of the district."
(Reading Supervisor)

CHESTER HIGH SCHOOL

Chester High School is a comprehensive high school with 2,200 students enrolled. The students are housed in four buildings. The academic building has been described as "the last Taj Majal school building constructed by the Commonwealth of Pennsylvania," and cost $22 million to build. It takes up an entire city block and is five stories high. It has a planetarium, lecture halls, a 23,000 volume library/media-center, a large gymnasium, a medical suite and the latest in computer equipment.

Because it is an inner city school it has many of the problems which plague inner city schools across the nation. The problems of greatest concern to educators at Chester High School, are the lack of student motivation, high absenteeism and class cutting. In 1985 only 25.9 percent of the 465 seniors went on to higher education.

School administrators are also presently engaged in an uphill battle to overcome a very negative public image. Sara Solovich, in a 1985 article for the Philadelphia Inquirer, "What Makes A School Go Bad," wrote, "The truly miraculous fact about Chester High is that it still has some students who still manage to learn and teachers who still find it possible to teach. But their achievements are hard-won in a school environment that is basically hostile to education."

Jessie Powell, the recently appointed principal, has taken the initiative to improve the public image of the school. She organized a committee of teachers for **(C-Pride)**. It is composed of teachers who represent each of the four buildings that are part of the school complex.

Chapter 1 teachers have been very visible and actively involved with this committee. They have made several recommendations to the principal which they hope will improve the school's academic climate. In describing this new initiative Jessie Powell said, **"I know that this is going to be a big job, but we've got everything we need to get it done. We have good**

students, excellent facilities and good teachers. Our students already have a great deal of pride in this school. There are no graffiti on the walls or other signs of vandalism which typify some urban schools. Our students have pride in themselves. They come to school clean and well dressed. Our greatest challenge is to find ways to motivate them to improve their academic performance in a school which is surrounded by run-down houses, vacant and boarded-up stores and located in America's third most economically depressed city."

Chapter 1 Program

A replacement project is presently being used to provide remedial BSI services in the high school. Students who are having severe reading and math deficiencies are scheduled into New Century reading and math laboratories. Lab teachers coordinate their work with developmental English and math teachers. The California Test of Basic Skills (CTBS) is used for screening and diagnosis. Students whose total reading and/or math score on the CTBS is two years below grade level are eligible for services. Because the program is a replacement project, students receive credit for their participation in the program.

Reading Program

Seven ninth grade English sections are scheduled on a pairing basis with two English teachers for five 45 minute periods weekly. Each section is divided into two groups with each group spending half of each week with a district teacher before rotating to spend the other half of the week (2½ periods) with a Chapter 1 Reading Specialist assisted by an aide in a Reading Achievement Program (RAP) Learning Center. Using this approach each teacher serves the entire class every two days. This model provides each student with a total of five periods of basic skills remediation each week. Students receive more individualized help because each teacher is instructing only one-half of the class at a time. Scheduling is also simplified by this approach.

Students are provided with a comprehensive system for the remediation of severe reading deficiencies - The New Century Verbal Skills Curriculum of Programmed Instruction. A student's functional level determines individual entry level as revealed by diagnostic procedures. Course offerings include basic English and language arts. Supervision is provided by the Reading Program Manager.

English teachers use the McCormick/Mathers Language Roundup Series as their basic text. To coordinate their instruction with the laboratory activities, they use some of the reading passages from the New Century Program as content material.

The grading system is based on points assigned for skill mastery. Students receive a grade which reflects a combination of their achievement in the laboratory and in English class.

(FAME) Focus on the Acquisition of Meaningful Education

This program, which is funded by Chapter 2, has a Chapter 1 aide who assists a district-funded teacher. It is designed to help college-prep students reinforce study skills. The instructional method is diagnostic/prescriptive as determined by reading specialists. Students are scheduled for a minimum of three and a maximum of five (one per day) periods weekly. Schedules are cooperatively developed by both the reading specialist and a guidance counselor on a space-available basis. Classes have a maximum of 20 pupils. A skills report is issued four times a year to each student's English teacher. The program is coordinated by the reading supervisor and the Chapter 1 director.

Math Program

Seven ninth grade and three 10th grade general math sections are scheduled on a pairing basis with two district math teachers for five 45-minute periods weekly. As in English/reading, each section is divided into two rotating groups, with each group spending half of the week with a district math teacher and the remaining time with a Chapter 1 math teacher and aide in a Math Achievement Program (MAP) Learning Center. Students are provided with a comprehensive program - the New Century Math Achievement Skills Curriculum of Programmed Instruction. The program is designed to help remove or greatly decrease severe deficiencies in basic mathematical skills. The course includes primary, intermediate, and secondary basic math skills. A profile is maintained for each student to show the instructional/mastery level. Supervision is provided by the Chapter 1 math program manager.

The math teacher, who is working with the program, noted that he had experienced some problems with the New Center math materials:

- The content on the tapes is too juvenile;
- The materials are not adequately spiraled; as a result, students are able to work on more advanced tapes before they have mastered the required skills;
- Students are not getting enough teacher-directed group instruction;
- Supplemental materials for practice and homework are insufficient; and
- Many students are hiding their deficiencies because they are too embarrassed to ask for help.

As a result of these concerns, the curriculum was revised in 1985 to give more flexibility to math teachers in the selection of materials. In addition, the New Century skills array was reorganized into a hierarchy of skills which the Chapter 1 teachers now use to plan instruction. The reading program was also modified to reflect suggestions for improvement and to increase its effectiveness.

The Interim Learning Center (ILC)

Students in ILC are middle school and high school students who are not "making it" in the regular school program. By their performance, either social and/or academic, they have indicated that they are unable to function or to learn within the public school setting unless they receive intensive guidance, remedial instruction, and supportive services. ILC also serves as a transition program for students entering or re-entering the school district from state-operated or state-related institutions for neglected or delinquent children. The Interim Learning Center is housed in three classrooms in a recently renovated building adjacent to the academic building.

The program objectives are:

- To provide an educational alternative for students who would otherwise drop out of school;
- To help students learn to function within their environments;
- To enable students to overcome deficiencies in basic academic skills with emphasis on reading and math; and
- To provide students with a comprehensive vocational and personal awareness program.

Target students include:

- Habitual truants;
- Students 15-years-old and beyond who, for psychological, sociological, and/or academic reasons, are unable to adjust to the regular school program; and
- Vocationally oriented students who can benefit from a school setting other than the regular school program.

Because placement in ILC is voluntary, all students understand that they will be classified as ungraded when they enter the program. Each student is given an individualized instructional program designed to build on his/her strengths and reinforce basic skills.

Through this individualized instruction, as well as intensive counseling and guidance, enrichment experiences, work opportunities, and coordinated use of staff skills, the staff of the ILC attempt to provide each student with opportunities to develop those academic abilities and personal qualities which contribute to his/her becoming a successful and productive individual.

TABLE 9

Chester High School
Chapter 1
California Test of Basic Skills

9th Grade NCE Gains
1981-1984

	Number of Students	NCE Gains
1981		
Reading	185	3.28
Math	173	8.35
1982		
Reading	185	6.6
Math	173	4.7
1983		
Reading	259	6.4
Math	224	6.0
1984		
Reading	264	4.6
Math	219	4.9

Source: Chester-Upland School District

Progress is monitored periodically through the use of norm-referenced tests. Growth is assessed by comparing pre- and posttest scores in reading and math.

Students may opt to re-enter the regular school program when satisfactory growth has been demonstrated. A conference is held with the ILC counselor, the student, and parents to discuss the student's transfer into the regular school program.

Conclusions

The Normal Curve Equivalent (NCE) gains for the reading and math program over the last four years have remained stable and provide evidence of the progress being made in the district to help improve the basic skills achievement level of students. (see Table 9)

REMEDIAL READING PROGRAM

RUTLAND HIGH SCHOOL
(LOWER HOUSE)

RUTLAND, VERMONT

Community

Rutland, Vermont is a scenic community of approximately 20,000 people. Located at the base of Mt. Pico and 20 miles from Killington Mountain, it is a ski resort area which attracts thousands of tourists during the winter months. Recently it has become a summer vacation site as well.

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District Background

With a total student enrollment of only 2,817 students, the district has five elementary schools, and one high school. The high school is divided into a lower house (grades 7-9), and an upper house (grades 10-12). It has a total enrollment of 1350 students. Six hundred and fifty attend school in the lower house and 700 hundred are enrolled in the upper house.

RUTLAND HIGH SCHOOL
LOWER HOUSE

Chapter 1 Reading Program

The Chapter 1 reading program in the lower house of the high school has been in operation since 1982. Its primary focus is on reading skills and their application to content-area instruction. Students who score below the 40th percentile on the Metropolitan Achievement Test are eligible to participate. Currently, 33 students are in the program: 11 seventh graders, 12 eighth graders and 10 ninth grade students.

Mrs. Kathleen Valente, the Chapter 1 teacher, explained that instruction is aimed at correcting deficiencies and that her major objective is to help students develop the skills necessary to successfully use content reading materials in specific subject areas. She emphasizes reading comprehension, vocabulary, speed and the study skills. Writing, speaking and listening skills have also been incorporated into her instruction.

"It's great because she helps them [BSI students] with their homework."
(social studies teacher)

Program goals include:

- Assess students' competence in reading to determine their academic strengths and weaknesses through formal and informal diagnostic measures and procedures.

- Provide instructional services which supplement the students' basic education and which are of sufficient intensity to meet their identified needs in basic skills.
- Develop reading comprehension through sequential activities, emphasizing reading for meaning, vocabulary skills and study skills.
- Assist students in completing assignments and mastering processes and concepts in all content areas.
- Provide instruction in word processing in order to help students master the computer and work independently with computer software, building and reinforcing reading skills.
- Increase background experiences of students by planning field trips and other supplemental activities outside the classroom.
- Coordinate instruction with special education services for students with special needs.
- Offer opportunities for parents to help increase student attendance and to provide input into the design and implementation of the school's program.
- Create enthusiasm and motivation for reading and encourage a lifetime of reading habits.

Instructional Strategies

When students enter the program they are given a diagnostic reading test. The results are used to design individualized instruction plans.

"Diagnosis is continuous as the student's needs change. Constant reevaluation is necessary in order to discover the changes in the student's growth and the necessary changes in the instructional procedures."
(Kathleen Valente, Chapter 1 teacher)

Kathleen Valente uses a variety of approaches to teach language arts skills, including individual, small group and whole group instruction. She also provides her students with a variety of materials. Students use textbooks, high-interest, low-vocabulary materials, encyclopedias, dictionaries, newspapers, magazines and word processing programs.

"**I try to use materials that would aid in self-actualization,**" Kathleen Valente said. "**I want to fill in the gaps, improve their attitudes, self-images, values and concentration. The idea is to make reading enjoyable and encourage better lifetime reading habits,**" she continued.

"The highlight of this year's (1984-85) program has been the use of Apple IIe computers. Computers provide a stimulating new medium for practicing skills in a different way. Students use the Bank Street Writer word processing program to summarize the books they have read. They create computer documents of 'master plots,' which are then read by other students," the reading teacher noted.

"It [the computer] has been a great motivator, especially when we make a game out of skill-type exercises. We have been able to build and reinforce skills and give students successful learning experiences. Learning has been fun!" she continued.

Field trips are among the many activities employed to motivate students. They are an important part of the program and are intended primarily to increase the background experiences of students. Prior to each trip Mrs. Valente directs students to relevant reading assignments. This is followed by a class discussion of the material in order to prepare for and maximize the effectiveness of the trip. Students are also expected to write summary reports following each trip. The most recent trips have included:

- Boston, Massachusetts - New England Aquarium, Fanueil Hall and Quincy Market;
- Montpelier, Vermont - State Legislature, Kellogg Library and Wood Art Gallery;
- Proctor, Vermont - Marble Exhibit;
- Rutland Vermont - Dana School - performance of the Bronx Break Dancers; and
- St. Johnsbury, Vermont - Fairbanks Museum and Planetarium.

Indicators of Success

Kathleen Valente feels that one of the reasons for the success of the program is that she has schoolwide cooperation. She reported that the staff is much more confident in her ability to meet the needs of the students. Most teachers now feel that she is able to provide effective support to the remedial students. An English teacher and a social studies teacher confirmed her perceptions of staff support by saying, "**I give her all my materials and she helps them (students) to understand it, not just memorize it.**" A social studies teacher added, "It helps us out because she does different things with them to help them understand what we have been working on."

MATH SKILLS PROGRAM

NORTH KINGSTOWN HIGH SCHOOL

NORTH KINGSTOWN, RHODE ISLAND

Community

North Kingstown is a primarily middle class community of approximately 24,000 people. The minority population is very small. The area had a considerably higher number of residents during the years when a Navy installation was located at Quonset Point. The base was largely deactivated in the mid-1970s.

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NORTH KINGSTOWN HIGH SCHOOL

North Kingstown High School is one of the few remaining high schools in the nation with open classrooms. The school exists in a campus-like setting with most content-area departments housed in their own buildings. Seventeen hundred students, from North Kingstown and two surrounding communities, attend the school.

Chapter 1 Program

The Chapter 1 program allocation is based on federal census figures. As a result of using the 1980 census instead of the 1970 census which reflected the high number of Navy personnel and their families, North Kingstown's federal allocation for Chapter 1 has been decreasing by 15 percent each year and will continue to decrease until the allocation accurately reflects the present school enrollment in the district.

The high school Chapter 1 program, which once employed four teachers and provided math and language arts services to over 150 students, now has only one teacher who provides math services to 56 students.

Remedial math instruction is provided by one teacher, Harry Whaley, assisted by a teacher's aide, Marlene Bailen. Students who score below the 35th percentile on the mathematics subtest of the Comprehensive Test of Basic Skills (CTBS) are eligible for the program. However, teacher input regarding performance in the regular math class is also taken into account when considering a student for placement in Chapter I. Parental permission is required for a student to participate in the program.

Students who are selected to participate are scheduled into the program during the same period in which they would otherwise be assigned to a study hall. Participants attend Chapter 1 classes three days each week . During this same period on the other two days, they take physical education.

In order to individualize instruction, class size is limited to a maximum of ten students. The majority of Chapter 1 classes consist of fewer than five students. When Harry Whaley is working with an individual student, other students are working under the supervision of Marlene Bailen, completing assigned seatwork, or doing mathematics exercises on the computers. Marlene Bailen is primarily responsible for ensuring that the students are completing the prescription outlined in their files and for maintaining records of their progress. She has been involved in the program since its inception and is very popular with students.

Three Apple IIe computers are available for student use and are used primarily for motivation and reinforcement. Students have a variety of program software from which to select. They may decide for themselves which programs they will work on during their free time. The availability of computer software in addition to other math games, puzzles and charts seems to increase students' interest. "Because many of the disks have a game format, we've found that students enjoy working with the computers," said Harry Whaley. "A computer literacy requirement is coming soon, so Chapter 1 efforts in this area represent the 'leading edge.'"

Students receive a grade for participation in Chapter 1. Credit for participation is calculated in combination with physical education. The Chapter 1 grade does not affect the student's class rank, however.

Coordination

The primary objective of the program is to help ensure the success of students in their regular math classes. As a result, Harry Whaley is in contact with the developmental math teachers on a weekly basis, either informally or in department meetings, to follow-up on student progress. He also reviews and corrects homework assignments given to Chapter 1 students by the regular classroom math teachers.

Summary

Although small, the program is succeeding. One factor contributing to this success is the instrumental role played by the principal in helping Chapter 1 to be seen as an integral part of the total high school scheme rather than only an extension, or a function, of the central administration.

Other factors associated with the success of the program are:

- The availability of a variety of challenging instructional aids, including computer software, math games, and other problem-solving activities appears to enhance student interest and reinforce learning.

- The fact that a number of Chapter 1 students enroll in additional math or business math courses seems to indicate that their experience in the program has been a positive one and that they feel more confident in their ability to learn.

CHAPTER 1 PROGRAM IN A REGIONAL HIGH SCHOOL DISTRICT

JONATHAN DAYTON REGIONAL HIGH SCHOOL
UNION COUNTY REGIONAL HIGH SCHOOL DISTRICT NO. 1

UNION COUNTY, NEW JERSEY

Community

The proximity of Union County to the vast New York-Newark professional, industrial, and commercial complex has been the major factor in its development. Total population for the county is over 530,000 people. The community is primarily middle income, residential and suburban. Because of the geographical location of the communities in the New York metropolitan area and the rapid development of suburban branches of all types of commerce and industry in the area, occupational opportunities are unlimited for people living in the region.

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District Background

When Union County Regional High School District #1 was founded in 1933, it became the first regional high school district in the State of New Jersey. It draws students from a composite of six communities encompassing an aggregate land area of 25.8 square miles in Union County, New Jersey. The six communities included within its boundaries are Berkeley Heights, Clark, Garwood, Kenilworth, Mountainside and Springfield. Located approximately 25 to 30 miles from Manhattan and 5 to 10 miles from Newark, the district has experienced continuous growth over the past fifty years and now has a population of 77,900 people.

The communities from which the students come have been characterized by district leaders as promoting academic competitiveness. A recent Middle States Evaluation Report underscored this by saying: **"There is a high level of expectation for success and a spirit of academic competitiveness...."**

Seventy-eight percent of the graduates go on for further education, 62 percent to four-year colleges or universities, nine percent to a community or junior college and seven percent to other types of schools.

The district includes four high schools: Jonathan Dayton Regional High School, Governor Livingston Regional High School, Arthur L. Johnson Regional High School and David Brearley Regional High School, serving a combined population of 3,195 students. Students enter ninth grade from many different elementary schools. A pre-ninth grade summer instructional program helps assimilate students from diverse communities as they enter the public high school program. Although the four high schools reflect to some degree the differences in their communities, they share a common Chapter 1 program.

Emphasizing the district's commitment to basic skills improvement, Dr. Donald Merachnik, the superintendent, reported, **"The board supported compensatory education before federal and state funding was available. Our Board of Education has a strong feeling of dedication to kids. There has been a basic skills program in this district for 25 years."**

Approximately 263 students are receiving Chapter 1 and state compensatory education services in grades 9-12 in the district. Twenty teachers in the four high schools have basic skills as part of their regular English or math teaching assignment. Betty Ruffley directs the Chapter 1 program for the district. She also serves as the Instructional Media Specialist in Jonathan Dayton High School.

Betty Ruffley is highly respected by district level and administrative staff. "I'd clone her, if I could," the superintendent remarked, in noting her tireless devotion to the Chapter 1 program.

"Opportunities offered by this program are available to all students in the district," explained Betty Ruffley. "What one high school doesn't have, students may be bused to another high school to get."

Building principals see their role as an "administrative clearance activity." While Betty Ruffley directs the program, they attempt to "sweep away bureaucratic red tape." Principals help her coordinate the program with other activities within the district; inform other administrators of goals, objectives, and activities; and maintain good school/community relations.

JONATHAN DAYTON REGIONAL HIGH SCHOOL

Jonathan Dayton Regional High School in Springfield is a handsome red brick building with white trim. Constructed in 1937, it is traditional in design. Inside, the impression is one of order. It is a pleasant and quiet environment. Teacher-student interaction is courteous and friendly. The atmosphere is businesslike, even during the change of classes, during lunch, and at dismissal times.

Student enrollment has been on a steady decline since 1975, dropping from 1,474 to 928. This decrease reflects population trends of many districts in the Northeast. The population is older and due to the tendency of families to have fewer children there are fewer school-age children in the district.

Chapter 1 Program

The Chapter 1 Program provides remedial services in computation and/or communication skills. Seventy-seven students at Jonathan Dayton are eligible, and receive Chapter 1 services. The students are scheduled into a remedial math or reading class five days per week for 46 minute periods in addition to their regular mathematics and English classes. Because the program is supplemental, students are scheduled into their remedial classes during their study period or as an elective.

Students' eligibility is determined on the basis of the following criteria:

- achievement scores within the first three stanines on the Stanford Test of Academic Skills and Knowledge, (**TASK**);
- two years below grade level in computation and/or communication skills;
- recommendation of the sending school; and
- previous Chapter 1 enrollment.

The communication skills curriculum contains five units:

- listening skills;
- reading comprehension;
- vocabulary;
- mechanics of writing; and
- study skills.

The computational skills curriculum contains the following units:

- whole numbers;
- fractions;
- decimals;
- percents;
- geometry & measurement;
- problem solving; and
- pre-alegbra.

Tracking/Monitoring Performance

A daily record is kept for students indicating the present curriculum unit, scores for completed work, and lists of appropriate supplementary material. In addition, a composite record for each unit is maintained that identifies the student's weaknesses and strengths as well as the dates for each of the following:

- the introduction of a new skill;
- performance by student; and
- demonstration of retention by student.

Instructional Strategies

Although students have their daily assignment ready for them when they arrive each day, they are encouraged to use time for free reading also. The daily schedule allows for:

- review and introduction of new materials;
- peer tutoring;
- word games that reinforce vocabulary;
- student-selected reading; and
- computer-assisted instructional practice.

All work is designed to be completed within a class period, allowing time for correction and interpretation. Students are encouraged to monitor their own progress by keeping track of information recorded in their folders.

"This population responds to short assignments that have a definite goal and demonstrate that a concept has been mastered. It is important that students leave class each day knowing their accomplishments as well as their goals for the next day," said Betty Ruffley.

Teachers are available after school for additional help if students request it. Homework is given only as a reinforcement, enrichment, or exploratory assignment; never as a punishment.

Materials

During the 1984-85 school year, the district began to purchase computers for the BSIP. The machines are housed in the library, and students rotate during their class period from computer work in the library to folder work in the classroom. Computer Curriculum Corporation (CCC) programs are being used on the computers.

The basic skills program has a wide variety of materials, including transparencies, cassettes, dittomasters, diskettes, computers, and sound filmstrips. "High school students do not like to be told by peers, 'I had that already.' They like to think that their individualized program is unique and will benefit them. Therefore, the materials are varied," Betty Ruffley said.

The process for selecting and previewing materials includes the determination of appropriateness and potential conflict with materials in the academic curriculum, as well as cost and availability. Commenting on the importance of having student input in the selection process, Betty Ruffley remarked, **"A high school remedial population is very sensitive to the types of materials being used. They are quick to note inappropriate language, pictures, dress, typeset, repetition, and elementary modeling. For these reasons, we have the student population evaluate new materials before purchase."**

Chapter 1 staff members are encouraged to use the resources of instructional media centers in their buildings and to encourage students to bring in supplementary materials such as magazine articles that are of special interest to them.

Coordination with Regular School Program

The Basic Skills Improvement Program (BSIP) staff are members of the regular teaching faculty. They participate in all departmental meetings, workshops, and professional activities. BSIP is a regularly scheduled teaching assignment and BSI teachers are familiar with the district goals in each of the course offerings. Through workshops and other staff development activities, they are prepared to provide their colleagues with an in-depth analysis of the goals and objectives of Chapter 1.

Betty Ruffley also works very closely with the guidance counselors of the students enrolled in the program, reviewing their progress in other courses and alerting the counselors to special needs.

Students are encouraged to participate in extra-curricular activities by their Chapter 1 teachers. Several members of the BSI staff are athletic coaches, advisers, or support personnel. When students demonstrate an interest in a particular activity, contact is made with appropriate coaches or advisers to alert them to potential student participation.

"Many of the BSI students excel in their chosen activities, making varsity teams, becoming officers of clubs and stars in theatrical productions," said Mrs. Ruffley.

Parent/Community Involvement

A districtwide Parent Advisory Council meets at least twice each year. Meetings are scheduled for early October and early May of each school year. The council is composed of parents of eligible students, staff representatives, and interested community members.

The purpose of the October meeting is to introduce parents to the BSI program. They are provided with suggestions on how to work with teachers and how the Individual Student Improvement Plan is developed. Parents are encouraged to be actively involved in the education of their children, e.g., attend Back to School Night, assist with homework, and consult with teachers. The May meeting is held to review the Chapter 1 program for the current year, request recommendations that will further strengthen the program, and outline the goals for the summer program.

Parents are encouraged to provide appropriate study space within the home, actively support students in their extra-curricular activities, remain in close contact with the guidance department and the BSIP teachers, show concern for the students' achievement, and provide a positive parent-child relationship. Parents receive report cards and interim reports, participate in the development of the Individual Student Improvement Plan, and are encouraged to call if they have concerns.

As a result of the active participation and continuing support of the Parent Advisory Council (PAC), the following improvements have been made during the past five years:

- The Chapter 1 program, which formerly provided only tutorial assistance, now consists of regularly scheduled, accredited classes;
- Homework is assigned when it reinforces the BSIP goals and objectives for each individual student;
- Classes are small (they average approximately eight students a period) and provide both small group and individualized instruction; and

- A paperback reading program has been established. Parents and students are given a comprehensive list of paperbacks appropriate for student level and interest. Both parents and students are encouraged to purchase selections.

Staff Development and In-service Training

The district provides a variety of opportunities for the Chapter 1 staff to increase their knowledge and further develop expertise in the areas of education of the disadvantaged, curriculum development, and adolescent development. As a result of a need expressed by a staff member for revision of the computation curriculum, workshops were scheduled. A proposed curriculum outline was developed during one of these workshops. The outline was reviewed by the supervisors and a timeline for completion was established. Staff members volunteered for additional workshops scheduled to develop specific sections of the curriculum outline. Preliminary results were disseminated to all BSIP computation teachers for comments and review. Each staff member devoted approximately 30 hours to the revision.

Because members of the English and math department continue to be added to the BSIP staff, a special workshop is held each fall for teachers who are new to the program. The workshops include instruction on techniques for small-group and individual instruction, positive reinforcement for the target population, classroom management, record-keeping, parent involvement, and teacher expectations.

Monitoring Student Progress

As part of the high school grading procedure, interim progress reports are sent to parents. The district also provides the faculty with commendation reports that may be sent to parents of students who have shown exceptional progress within a given marking period. Department supervisors and the Chapter 1 director review student folders and make recommendations for improved performance, if necessary.

Summer Program

During the summer the district operates a five week summer school for incoming ninth grade students who are eligible for the BSI program. The primary objectives are to:

- Provide a positive experience for students with a poor self-image;
- Identify areas needing remediation;
- Work with guidance to develop a schedule that reflects the students' individual needs and strengths; and
- Encourage the students to excel.

The summer school operates on four-hour sessions, five days a week. Students receive group counseling, exposure to fine and industrial arts, and a concentrated program in writing, reading comprehension, and practical mathematics.

Various types of language arts activities have been used successfully with students during the summer. Writing samples are obtained from students at the beginning and end of the summer. Teachers use the same, or similar questions to obtain both samples. The samples are used for diagnosis and evaluation. As part of a speaking and listening unit, student speeches are videotaped. The speeches are erased and re-taped until students are happy with the final product. If the student likes the result, the tapes are shown to parents. Students also participate a group project every year. During the summer of 1984-85, they published a student newspaper.

Field trips, conducted during the summer school, are also very popular with students. Recent trips include: South Street Seaport in New York City, Mystic Seaport in Connecticut, and Radio City Music Hall in New York City. A backstage visit to T.V. studios in Philadelphia each summer has also been useful in providing cultural enrichment and extending the horizons of students.

In order to increase parent involvement throughout the summer, parent conferences are scheduled. Evening workshops for parents are also held on relevant topics such as teenage drug use. Parents are also encouraged to visit during the day. The culminating summer activity is a breakfast, which includes an awards assembly. Every student receives recognition at this time.

The summer school has been a tremendous asset to the BSI program. "Students who choose to participate gain self-confidence and have a better high school experience as a result," said Mrs. Ruffley. "Another advantage is that parents become more supportive of the program."

Students are given an opportunity to exit the program twice each year, in January and May. They must score two levels above grade on the Metropolitan Achievement Test in order to exit the program.

Indicators of Effectiveness

The following results demonstrate that the program is succeeding:

- 75 percent of the students exit the program in one year;
- 80 percent of 10th graders sustain their growth; and
- During the past four years only three students have failed to meet district criteria for exiting and have been retained in the program for the full four years.

- Students who have mastered their skills and test out of the program remain in school, graduate, and continue their schooling or become active participants in the marketplace.

Other indicators of success are more informal. "When a mother comes back and tells us her son is now in his third year at a major university, minoring in English literature," said Betty Ruffley, "we know we've succeeded."

CHAPTER 5

STAFF DEVELOPMENT AND IN-SERVICE TRAINING

CHAPTER 5

STAFF DEVELOPMENT AND IN-SERVICE TRAINING

Definition

Training activities designed to help teachers improve teaching skills.

Summary of Research

Within the last decade, educational researchers have provided extensive data to support the conclusion that much of the variation in student achievement can be attributed to differences in the knowledge, skills, and attitudes of individual teachers. In a synthesis of research on staff development, Sparks (1983), reported that studies of teacher effectiveness have identified specific classroom management practices, instructional techniques, and expectations that appear to help many students raise their reading and math test scores. Moreover, he suggests that staff development offers one of the most promising avenues for the improvement of instruction (Sparks, 1983). Sparks, Nowakowski, Hall, Alec and Imrick, (1985), reported positive results obtained by two Michigan schools during the three years they participated in the Staff Development for School Improvement project. The project was a collaborative effort between the district and the College of Education at Wayne State University. Both schools were highly successful in raising test scores, and both attributed these improvements to the staff development project. Several reviews of studies on effective schools (Berliner, 1982; Purkey and Smith, 1983) and compensatory education (Wargo, 1977) also point to the importance of a continuing program of staff development at the school level.

Greater opportunity for skill development is associated with greater career satisfaction for teachers (Bredeson, et al., 1983; Chapman & Lowther, 1982). In turn, greater skill development, when it results in greater student achievement, produces greater teacher rewards (Bishop, 1977, Bredeson et al., 1983, Lortie, 1969, 1973, Sergiovanni, 1974).

Principals can increase teacher competence by providing for formal in-service training and by structuring and encouraging mutual support among teachers themselves. Specifically, they can take the responsibility of helping teachers continue to develop as professionals by:

- Improving their planning, instruction, and management skills;
- Increasing their knowledge of subject matter and pedagogy; and
- Assisting them to implement changes in the district/school basic skills programs.

Fortunately, several recent studies provide insight and guidance regarding appropriate content as well as the process--or delivery systems--of staff development and how they affect teacher change and improvement.

Effective instructional strategies which can be acquired through well-planned teacher education programs must focus on outcome-based instructional delivery systems which emphasize:

- Accommodating the variability in student aptitude and achievement;
- Increasing the time students receive in instruction targeted to their particular learning styles and needs;
- Enabling teachers to focus time and attention on reasonably large and small groups of students who can directly benefit from instruction;
- Enabling teachers to deal effortlessly with distractions inherent in many individualized instructional systems; and
- Enabling teachers to increase student benefits from curriculum units carefully sequenced according to a hierarchy of skills and concepts, and diagnostic evaluation based directly on those skills and concepts. (Fortenberry, 1985)

There is growing agreement about the components of an in-service training program that result in the acquisition by teachers of instructional skills that studies have shown are related to student achievement (Armor et al., 1976; Burrello & Orbaugh, 1982; Glenn & McLean, 1981; Good & Brophy, 1974; Howey, Bents, & Corrigan, 1981; Levine & Stark, 1981; Moore & Schaut, 1976; Stallings, 1981; Venezky & Winfield, 1979). According to these and other studies (Joyce & Showers, 1980; Smylie & Hawley, 1982; Yarger & Galluzzo, 1983) the essential characteristics of an effective in-service training program are:

1. As much as possible, the training agenda and the specific problems to be solved by new learning are generated by individual learners or schoolwide teams of educators.
2. Training is both practical and theoretical enough to permit teachers to adapt what they learn to their particular experiences.
3. In-service training is a continuous process that is integrated with the regular, "workday" activities of the school.
4. Administrators both support and are involved in, in-service training at the school level.
5. Formal training is followed by collegial exchanges about the usefulness of what has been.
6. Situation-specific supporting materials that give detailed descriptions of how new learning can be applied and tested and in-class technical assistance are provided.
7. Evaluation is an integral part of the training program.

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Case Studies

In this chapter, three case studies highlight the role of staff development in improving teacher competency and enhancing their teaching effectiveness.

In **Camden, New Jersey**, the Eastern Camden County High School Chapter 1 program staff has benefited from training programs provided by Maryland's Instructional Television and Project WR.I.T.E. The programs are available through the New Jersey Department of Education's Regional Curriculum Services Unit-South (RCSU-South). As a follow-up to the training, preliminary steps have been taken at Eastern Camden County Regional High School to establish schoolwide standards for writing and the requirement of a research paper for graduation.

The staff and administration at New London Junior High School in **New London, Connecticut**, have begun an educational improvement plan which is an outgrowth of a series of workshops on effective schools. The school improvement plan provided additional in-service on Mastery Learning Theory, Teacher Expectations and Student Achievement (TESA) and "Time on Task" during the 1983/84 school year. Staff participation in the training has had several positive effects. Most notable is increased coordination and communication between Chapter 1 teachers and the rest of the school staff.

Staff at the New Haven Urban Youth Center in **New Haven, Connecticut** have benefited from in-service training provided by Yale University professors. The major focus has been on the application of the techniques of behavior modification to classroom situations.

IN-SERVICE TRAINING FOR A WRITING PROGRAM

EASTERN CAMDEN COUNTY REGIONAL HIGH SCHOOL

CAMDEN, NEW JERSEY

COMMUNITY

When Eastern Camden County Regional High School opened 20 years ago, it served the farm communities of Voorhees, Gibbsboro and Berlin Borough. At one time the only industry in these three communities was a single paint company. During the past two decades, however, the once rural character has given way first to light industry and more recently to industrial parks. New high tech industrial development in the area is exemplified by the recent opening of the RCA plan in Gibbsboro.

* * * * * *

EASTERN CAMDEN COUNTY REGIONAL HIGH SCHOOL

Eastern Camden County Regional High School draws students from three sending districts: Voorhees, Gibbsboro and Berlin Borough. This year the school is celebrating its twentieth anniversary. It is located in a community which places heavy emphasis on academic excellence. An academic awards program, which allows students to earn recognition and medallions for academic achievement, has been in existence since 1982.

This rural/suburban regional high school is situated at the very furthest point of a quiet, dead-end road. Once inside one is immediately aware that it is a special place. There is no "dead-end" quality here. The 20-year-old building is obviously well cared for by both staff and students. Students move through unlittered halls to their classes with an apparent sense of purpose. Murals and posters with slogans such as, **"Nothing improves my hearing better than praise,"** and **"It's amazing what one can accomplish when one doesn't know what one can't do,"** attest to the pride students feel in themselves and their school.

"We are very proud of our high school and the kids are proud of it too," said Suzanne Gongol, principal. It is a school where average daily attendance rarely goes below 94 percent. Commenting on the nine trophies won by students during the previous weekend at the Wildwood Music Festival, the superintendent, Dr. Daniel F. Hicks, remarked, "We have to give trophies away to make room for the new additions."

Although the Eastern Camden High School has had stable enrollments during the past several years, the beginning of a turnaround is evidenced by recent increases in enrollment. Total school population is now 1,400, up from a low of 1,300 over the preceding four or five years.

The high school also enjoys a good relationship with new corporations located in the area. The Southland Corporation, for example, has supported the school as part of an 'adopt-a-school' program. One of the benefits forthcoming is a time management in-service training program conducted by company personnel for administrators and supervisors.

Chapter 1 Program

The basic skills program in the high school has been in place for the past eleven years. The program provides remedial reading, mathmatics and writing instruction to 180 students. One hundred and twenty students are receiving remedial reading instruction, 110 students are scheduled into the remedial math classes, and 16 are enrolled in the writing classes. These supplementary classes serve primarily ninth and tenth grade students who score below the cutoff scores set for each grade on the Iowa Test of Basic Skills or the Tests of Achievement and Proficiency (TAP).

The students are grouped in classes of four to five students. The classes meet daily during a 26-minute module, which is shorter than the double period scheduled for most other classes. The basic skills teachers prefer a shorter time period. "It forces you to structure time efficiently," noted Carl Heft, coordinator of the compensatory education program.

Instructional Strategy

In 1984-85 basic skills reading and math teachers were using a program of instruction around 15 skill areas included on the MBS tests. A similar approach will be used as they address the skill requirements of the new HSPT. Folders of practice papers are available to correspond to each skill area. These practice papers are designed to take five minutes to complete by students. Each student gets five points for completing a paper with at least 75 percent accuracy. The points are totaled and prominently posted on the wall of each classroom. The point totals have a very positive effect on students. "It also serves to encourage healthy competition among them," remarked a reading teacher.

Reading teachers have rewritten stories to lower their readability levels. They also use films, tapes, short stories, radio scripts and news articles to develop their own materials. The language is modified and questions corresponding to the various skill areas are written.

Teachers work with students to develop a contract which outlines goals, objectives and assignments to be completed by the end of the semester. As a result, students know what they are expected to complete in a single marking period. "The contracts serve as an incentive because students know how much they have to do for the entire marking period," noted a BSI teacher.

"We've found this to be a good practice. The students need the structure of the five-minute drills. Also, the contracts are great motivators," said Karen Weatherbee, a reading teacher. "The practice papers are meant to be short and fast, but students must complete a predetermined total to earn their grades."

Math Classes

There is an overriding sense of energy and excitement on the part of teachers about what they are doing. That same energy has been the driving force behind the initiation of a writing program.

Writing Program

The writing program, which teaches writing as a process and journal writing, began in January, 1985. The program is split-funded with Chapter 1 carryover money and local funding. During 1984-85, there were four classes for 10th grade students. These classes had six, six, two, and two students enrolled respectively.

Considerable in-service training preceded the introduction of basic skills writing instruction. Two English teachers and one basic skills staff person attended a 15-day training workshop with Maryland Instructional Television and Project WR.I.T.E. at the New Jersey Department of Education's Regional Curriculum Services Unit-South (RCSU-South). Turn-key training was then provided for other English and special education teachers during a one-day workshop and three additional after-school sessions.

Focus on: Project WR.I.T.E.

(Writing Is Thorough & Efficient)

Project WR.I.T.& E. is a process approach to writing which is different in theory/and practice from traditional writing instruction. It provides consistent writing practice for students. Incorporating skill instruction with purposeful application, it helps students learn conventions of language as they improve their writing.

Approved by the Joint Dissemination Review Panel (JDRP) for grades K-12, the project consists of two components: student activities and staff development.

The student activities component of the curriculum features teacher modeling, journal writing, language literacy skills as part of the writing process and a Young Author's Conference.

The in-service component of the project includes the entire school staff, both administrators and teaching faculty.

In-service steps toward program implementation feature:

- Introductory Awareness Sessions, K-12;
- Administrative Workshops; and
- Comprehensive Teacher Training.

The awareness session involves the project trainer meeting teachers to discuss needs of students and to provide an overview of the project. In the administrative workshop, administrators review WR.I.T.&E.'s seven goals. A 15-hour in-service session in the teaching of writing is also provided to administrators. The comprehensive teacher training consists of 15 hours of in-service on how to implement the project WR.I.T.& E. curriculum.

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Focus on: Teaching Writing: A Process Approach. (Maryland Instructional Television Course)

The Maryland Instructional Television (MITV) series, consists of nine half-hour video programs, a study guide, and a research text.

The text covers the topics included in the videotapes. The nine topics are:

- Introduction to the Writing Process: An Overview;
- Diagnosis;
- Prewriting, Part I;
- Prewriting, Part II;
- Writing;
- Rewriting, Revising;
- Rewriting; Proofreading;
- Evaluation; and
- Organizing a Year's Program in Composition.

Writing is presented as a five-stage, cyclical process: diagnosis; prewriting; writing; rewriting (including revising and proofreading); and evaluation. Four teachers of different grade levels model teaching strategies that are effective with each stage in the writing process. These teachers also discuss their teaching goals, assumptions, strategies and problems.

Training: The MITV series may be used as a staff development program or at regularly scheduled in-service meetings. A summer institute in writing may be designed using these materials as a framework. Segments of the tape and training materials may also be effective for parent education. Workshop participants may review specific tapes or parts of the tapes as many times as they wish to reinforce their learning experience.

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225 West State Street
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Trenton, New Jersey 08625
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A writing lab, planned for next year, was cited as evidence of the changing status of the basic skills program and staff, now considered to be an integral part of the school community.

Carl "Steve" Heft, coordinator of basic skills, exudes enthusiasm about the program.

The state's new testing requirements have given greater urgency to the plans to infuse the writing program into the schoolwide English curriculum. The English department staff is currently revising the curriculum to incorporate writing instruction in each unit. Basic skills teachers have also been involved in the process. Since September of 1984, English and reading teachers have been trained and are training others in the writing process. Suzanne Gongol, the principal, who participated in the writing in-service along with the teachers, revealed that writing instruction will be incorporated into other content areas sometime in the near future. **"I have a strong commitment to the program, and one of my schoolwide goals is to expand the writing component. I am committed to seeing to it that writing becomes a part of every department's curriculum,"** she said.

Preliminary steps taken so far include the establishment of a schoolwide standard for writing and the requirement of a research paper for graduation. In addition, a student handbook for writing papers has been disseminated to all students. A collection box has been placed on the counter in the main office so that students may submit news items and opinion articles for the school newspaper. This kind of opportunity for all students to publish is strong evidence of the schoolwide commitment to writing.

When asked to explain the reasons for the success of the program, the superintendent said, **"There is a concerted team effort here. The kids are the winners."**

Conclusion

Principal Steve Heft's comment characterizes the staff development effort at Eastern Camden County Regional High School. The "concerted team effort" shows in:

- Strong school board support;
- Administrative support from the high school principal;
- Schoolwide involvement in curriculum improvement;
- Effective ways of community resources; and
- A positive, energizing school climate.

CHAPTER 1 PROGRAM IN AN EFFECTIVE SCHOOL

NEW LONDON JUNIOR HIGH SCHOOL

NEW LONDON, CONNECTICUT

"Teachers are enthusiastic about teaching again. The in-service program has reenergized the old timers and made them enthusiastic about teaching."
(Principal of New London Junior High School)

COMMUNITY

New London is a community of 28,000 predominantly blue collar workers. Many are employed by the Fizer Chemical Research firm or General Dynamics, a major manufacturer of submarines. It is the home of the Mystic Aquarium and Marine Museum, world renowned for its whale research. The Eugene O'Neil Theatre and the Coast Guard Academy are also located there.

* * * * * *

DISTRICT BACKGROUND

The district has eight public schools with a total enrollment of 3,200 students. There are five elementary schools (K-6), one Little Red School House for trainable students, one junior high (7-8) and one high school (9-12).

The district's basic skills program began in 1965 under the Elementary and Secondary Education Act. At that time there were only two staff members providing services. Because of uncertainty about the continuance of federal funding most of the money was spent on materials and equipment. However, the program has grown progessively over the years. At the height of its funding in 1979, the district was receiving $600,000. At the present time, there are 19 Chapter 1 teachers and three aides who provide services to 600 students. Last year's allocation was $463,000.

NEW LONDON JUNIOR HIGH SCHOOL

New London Junior High School is a designated Chapter 1 school. It has a total enrollment of 448 students. Fifty-three percent are minority, (33 percent black and 20 percent Hispanic). Approximately 70 percent of the students are receiving free or reduced lunches.

Chapter 1 Program

The school has 100 students serviced by three full-time and one part-time Chapter 1 teachers. Students are placed in the Chapter 1 program on the basis of their test results and teacher recommendations. They are pretested in September and posttested in March with the California Achievement Test. Guidance counselors work closely with teachers and department chairs in the placement process.

The program uses a supplemental model to provide basic skills improvement services on two levels. Level one is for students who fall below the 23rd percentile on the California Achievement Test in reading and/or mathematics. These students are scheduled for five 45-minute classes of remedial reading and/or math per week. Seventy-two students in the program are divided among three teachers. Each teacher is responsible for a total of 24 students, who are assigned to classes of not more than four students each.

Level two is for eighth grade students who have math deficiencies. Students who score between the 23rd percentile and the 40th percentile on the math portion of CAT are eligible. The teacher uses a nationally validated math program called **Project Catch Up** with these students. In 1984-85 approximately 30 students were grouped into classes of five or fewer.

Focus on: Project Catch-up - A Program of Continuous Diagnosis and Pinpoint Teaching

Project Catch-Up is a laboratory program of continuous diagnosis and individualized teaching of math skills for underachieving children.

The program design encourages teachers to work closely with other math teachers in order to identify program participants and formulate a laboratory schedule that does not cause any child to miss math in the regular classroom.

The laboratory teacher identifies individual needs by means of continuous diagnostic testing. Materials and methods can be selected from a wide variety of high-interest resources available in the laboratory to meet the child's needs. Children spend an average of one-half hour per day in the laboratory, in groups of one to four, working with the teacher on skill deficiencies. The program is designed to allow each child to experience success and move toward the acquisition of more difficult skills armed with increased confidence.

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or

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Project Catch-Up
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Coordination:

Chapter 1 teachers and developmental teachers communicate and coordinate instruction through the use of a specially developed form. The developmental teachers indicate on the form the specific objectives which will be covered in their classes. Chapter 1 teachers use this information to plan instruction and activities which will reinforce the students' understanding of key concepts and vocabulary from their developmental classes. Time is scheduled once a week so that Chapter 1 and classroom teachers can meet to share information about student progress and plan instruction. These two approaches of communication and coordination have contributed greatly to increased math and reading achievement by Chapter 1 students.

In February 1981 the staff and administration of the New London Junior High School participated in in-service training workshops on "effective schools." These workshops centered on the following characteristics of "effective schools" identified in the research of Lawrence W. Lezotte and Wilber B. Brookover:

- Strong leadership by the principal;
- Clearly articulated teaching objectives;
- Safe, orderly, serious, and non-oppresive school climate;
- High expectations held by teachers for all students; and
- Ongoing and continuous use of standardized tests as a means of measuring progress and diagnosing problems.

In an effort to improve students academic achievement, the staff and administration developed and implemented an educational improvement plan based upon this research. This effort has gone a long way toward improving rapport between Chapter 1 and content-area teachers as well as making Chapter 1 an integral part of the school. The principal is very happy with the results of the improvement plan. He noted several significant changes which have taken place so far:

- More cooperation and communication between the Chapter 1 staff and subject area teachers;
- More responsiveness on the part of administration to the needs of staff;
- "Sense of ownership" in a plan for educational improvement by teachers; and
- Sensitivity on the part of teachers to the problems of administration.

"I have noticed that teachers are discussing educational concerns rather than the sports page in the faculty lounge," said John Bassett, the principal.

The educational improvement plan included a variety of training workshops for teachers. Workshops on Mastery Learning Theory, Teacher Expectations and Student Achievement (TESA) and "Time on Task" were conducted during the school year. These workshops proved to be very helpful in improving the instructional effectiveness of Chapter 1 teachers as well as the rest of the staff. Moreover, they have been instrumental in making Chapter 1 staff an integral part of the entire educational process at New London Junior High School.

The series of workshops on **Mastery Learning Theory** provided teachers with techniques and strategies for increasing student achievement.

Focus on: Mastery Learning Theory

Mastery learning theory is based upon the assumption that all, or almost all, students can learn. It is suggested that up to 95 percent of students can achieve at high levels. There are explicit classroom procedures which have been found to be effective in achieving these results. During workshops these techniques and procedures are demonstrated for teachers who are expected to incorporate them into the instructional program.

Another series of workshops on **Teacher Expectations and Student Achievement** (TESA) offered in-service training on the relationship between teacher expectations and student learning.

Focus on: Teacher Expectations and Student Achievement (TESA)

Teachers are presented with extensive research which shows that their interactions with students perceived as low achievers is less motivating and less supportive than their interaction with students perceived as high achievers. The same research also shows that high achievers receive more response opportunities and are given more time to respond to questions.

An interaction model was presented representing 15 separate supportive motivating interactions used by teachers in each of three stands. Participating teachers were asked to pick five target students in one of their current classes for whom they held high expectations and five for whom their expectations were low. Following each workshop, each participating teacher was observed a minimum of four times over a period of three weeks. Each observation was thirty minutes in length. The observer, a fellow workshop participant, coded the frequency with which the teacher behaviors for that unit directed toward the target "highs" and "lows."

The presence of an observer encourages teachers to practice the prescribed behaviors when interacting with low achievers, and positive student responses reinforce the teacher's behaviors. This procedure also provides an opportunity for the observing teacher to view various techniques and methods being used by their peers in the instructional program. The observation coding form remains with the teacher being observed to provide immediate feedback.

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Focus on: "Time on Task"

These workshops emphasized several significant aspects of classroom management. They are:

- The more knowledge students have or acquire which will help their learning of new subject matter, the higher their year-end scores;
- The greater the coverage of content that will be tested, the higher the year-end scores;
- Student achievement is directly related to the amount of time spent engaged in academic work; and
- Relatively high success on daily work, mastery of content units, and periodic review of newly learned content leads to high year-end achievement.

Workshop activities provide teachers with strategies to develop their skill in using a four-phase instructional improvement cycle to guide their critical activities. Teachers use the cycle to ensure that each of these variables is at an appropriate level. In managing student engaged time, for instance, the teachers follow a four-phase cycle.

Phase 1: Collect information on student use of time;

Phase 2: Compare their classroom data with data reported in research studies;

Phase 3: Prepare the changes that are likely to lead to the desired improvement; if there is an opportunity to improve the level of student engaged time; and

Phase 4: Implement and monitor the changes they have made in the classroom.

By repeating phases one and two, teachers can determine if the classroom modifications have had the desired impact on engaged time. If not, they will also repeat phases three and four.

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This program is expected to have a significant impact on academic achievement, absenteeism and discipline referrals.

A third series of workshops was conducted by staff members who had been sent to the Regional Education Service Center in New London. They received training in **"Time on Task"** classroom management techniques by Area Cooperative Educational Service (ACES) staff from Pennsylvania. Upon returning, they conducted "turn-key" training for the rest of the staff at New London Junior High School. Subsequently, approximately 26 of the 40 staff members were trained in "Time on Task."

It is the central theme of the training that improving classroom instruction and improving the support of instruction by each level of the educational system is a continuous round of research-based decision making.

"The 'Time on Task' training provided teachers with an effective tool for improving the learning atmosphere in their classroom. Moreover, it made them more aware of the importance of focusing on the learning activity and being conscious of subtle distractors," said Mr. Bassett, the principal.

Conclusion

The biggest accomplishment of the "effective schools" educational improvement plan for Chapter 1 teachers was the development of close coordination and communication with the rest of the staff. As Chapter 1 teachers participated in the various training programs with other staff members, communication among staff members improved. **"The Chapter 1 program has become an integral part of the education process in New London Junior High School. It is no longer an isolated program,"** the principal said.

COMMUNITY RESOURCES USED FOR STAFF DEVELOPMENT

NEW HAVEN URBAN YOUTH CENTER

NEW HAVEN, CONNECTICUT

"We try to give students the chance to experience success."
(English teacher)

Background and Overview

The New Haven Urban Youth Center provides an alternative education program for students who have been unsuccessful in the "regular" high school. It was founded in 1977 to serve drop outs and disruptive youth. The majority of students accepted into the program have motivational problems and are performing below grade level. The goals of the center staff are to:

- Provide students with basic skills remediation;
- Assist in the development of socially acceptable behavior;
- Assist in the development of positive self images; and
- Assist students in continuing their education or entering the job market.

Job placement is one of the components of the program. The curriculum, schedule, and activities of the Center are designed to enable each students to experience success and develop a positive self-image. This is made possible by a caring staff with high expectations for students and an administrator who is a strong advocate of his program.

Using a modified daily schedule, students are instructed in all major subjects. An industrial arts elective which is a combination of drafting and metal shop is offered, as well as general business and secretarial science. Formalized career education is an integral part of all classroom instruction.

The staff at the center takes pride in the personal attention they give to each student. This is accomplished through a number of support services. For example, tutorial services are available for students desiring "extra help." "No problem is too minor for us to handle," said Dom Passarelli, the center's coordinator. Counseling services are also available to students on an individual as well as on a small group basis. The counselor assigned to the center uses crisis intervention strategies, behavior modification techniques, and values clarification activities, as needed.

School Climate

The center is housed in an old converted factory building. The interior which is bright and clean contrasts sharply with the drab and depressing exterior. Despite obvious signs of a need for some major repairs, e.g., water stains on the ceiling, the inside shows that a serious effort has been

made to make the building look as much like a school as possible. Lighting is good, the corridors are clean, and the classrooms have attractive displays on the walls and bulletin boards. A large area off the main corridor has been set aside for a student lounge. It contains adequate seating and small tables covered with brightly colored checkered table cloths. The tables, a snack machine, and a soda machine make the lounge a comfortable, attractive place for students to relax.

Six full-time and one part-time teacher provide instruction for 63 students. These services are supplemented by one full-time counselor, and one part-time social worker.

Staff morale is very high at the center. A teacher explained, "We are like a family. There are so few of us and the place is so small that it is almost impossible not to know everybody's business."

Dom Passarelli is very pleased with the staff's punctuality in reporting to work and the fact that up to the end of November during that school year - not one teacher had been absent. He attributes his staff's commitment to their feeling that they belong and are appreciated by the administration as well as the students.

Screening Process

Prior to being admitted into the program, all students undergo a very rigorous screening process. Dom Passarelli stressed, "Before we accept anyone, we must make sure that the school which the student is presently attending has done all it can to meet that student's needs." Individuals are referred by their respective school counselors to the assistant principal of pupil personnel services. A complete packet of background information is then compiled. This information is submitted to the high school principal for his signature. It is then forwarded to the screening committee for approval. The committee can accept the referral, reject it or request additional supporting data. Once a student is accepted, a meeting is held with the student, his/her parents, the counselor from the Center, the Center's coordinator (Dom Passarelli), the student's counselor at the sending school, and the sending school administrator. Student(s) and parent(s) must show a commitment to the program by first signing a contract-of-agreement which includes student and parent responsibilities. Then students must agree to stay a minimum of one year in the program unless referred out by the staff.

The center operates on a modified daily schedule of five periods per session, with one session in the morning and one in the afternoon. Class sizes are small. The student teacher ratio is kept to a 12-1 maximum in order to provide individual attention for each student.

Classes begin at 9:00 a.m. Each class meets for 30 minutes. This schedule provides time for teachers to spend 15 minutes in the morning at 11:30 a.m. and 15 minutes in the afternoon at 3:45 p.m. to meet as a group. The time is used to discuss student progress and plan cooperative teaching strategies. Teachers have also found that this time can be used very effectively for discussion about behavior problems and to get input from one another as to how best to handle a potential problem.

One period in the school day is scheduled as a free choice. Students and teachers meet to decide how the time will be spent. This gives students some say about the daily schedule. They can choose to exercise, hold discussions, plan an event, or do tutorial/remedial work.

The curriculum, which is adapted to the special needs of the students, includes math, science, social studies or history, English, general business, typing, drafting, machine shop, and career awareness.

Students are tested in the fall and spring in English and math. These test results are then used to group students according to ability levels. Teachers assign homework on a rotating basis in order to insure that students have only one assignment per day. Students receive two grades, one for academic performance and the second for behavior. A daily grade for behavior is used to reinforce behavior modification techniques employed by the teaching staff. Another unique feature of the program is that students are not given mid-term or quarterly exams. A year-end final is the only exam given.

The curriculum, as well as the grading and homework policy, have been adapted to fit the special needs of the students in the Center, one staff member explained. **"These students have different needs and are performing at different academic levels. Our goal is to get them to feel that they can succeed. This must be reflected in the way we teach."**

Staff Training and Development

In-service training for the teachers is a very important component of the program. In 1984-85, for example, Dom Passarelli conducted training sessions in the humanistic approach to education during the first 21 days of school. These sessions were conducted during the daily staff meetings. In addition weekly staff development sessions on such topics as behavior modification and stress management were held by the school district's Department of Psychological Services. The staff also benefits from a cooperative relationship with Yale University. In 1984-85 Dr. James Comer and his staff from the University's Child Study Center conducted several workshops on behavior modification.

Parent Involvement

Dom Passarelli has established a policy for parent-staff communication which encourages flexibility. Student-parent-program conferences are arranged only as needed. "I don't believe in parents' night," he said. "Parents' night has the effect of absolving parents of their guilt. Many feel that once they have attended a parents' night program, they are free to neglect their children for the rest of the term. Our policy is to call in parents whenever the counselor determines that it would be helpful. We also have an open-door policy for parents," he added.

Indicators of Effectiveness

Numerous indicators suggest that the program is effective in meeting the needs of its target population. Dom Passarelli is very proud of the job placement effort at the Center. He reports that the Center's success rate

for job placement is "among the highest in the nation," for a high school program. He attributes this success to the staff's ability to match students with jobs which are appropriate to their skills, interest, and ability. Moreover, the center has experienced very good cooperation with businesses in the local area. Other indicators of success include:

- The suspension of only one student from the center in the last three years;
- Only one fight in the history of the center;
- Eighty-five percent of students are mainstreamed back into the regular high school;
- A recidivism rate of only four percent;
- Students averaged a .93 grade increase in English as measured by the Stanford Diagnostic test (1984); and
- Students averaged a 1.3 grade increase in math as measured by the Stanford Diagnostic test (1984).

The teachers have confidence in the effectiveness of their program and high expectations for their students. When asked to predict the number of their students who would "make it" after high school, they responded in the following manner:

"Most of them."
"All of them, I hope."
"They will do as well as those in other high schools."
"I don't know; the choice is theirs."

Because of the program's success, district administrators decided to fund it with local money. Administrators felt that the program was "too important to be dependent on funds which could be reduced or withdrawn." They wanted to make it an integral ongoing part of the district.

Summary

When asked to identify what he thought was the most significant factor in the success of the program, Dom Passarelli responded without hesitation. **"The staff is the key to the success here. It is imperative that the staff first of all want to be here and secondly are committed to helping the type of student who is enrolled here. The students know that these teachers have chosen to be here. They see that the teachers put forth a full effort. That has to make a difference."**

Dom Passarelli also noted that school has a low student-teacher ratio. "It is impossible for students to cut classes. We make daily calls to the home when they are absent."

It appears that the flexible schedule, and the personal and individualized attention from a dedicated staff are paying large dividends in the New Haven school district.

APPENDIX

APPENDIX

OTHER DOCUMENTS AVAILABLE FROM THE DIVISION OF COMPENSATORY/BILINGUAL EDUCATION

The Division has developed documents for dissemination on program design, policy issues, curriculum, instructional strategies and effective practices in compensatory, bilingual and migrant education. The most recent publications include:

- A Study of the Certification Status of Bilingual and English as a Second Language Teachers in New Jersey
- A Guide to the Basic Skills Program Improvement Process (BSPIP)
- Basic Skills Improvement Programs - An Information Booklet for Parents
- Effective Practices for Successful Bilingual Parent Involvement Programs: An Administrator's Handbook
- Effective Practices for Bilingual/ESL Teachers - Classroom Strategies for Teachers of Limited English Proficient Students
- Guidelines and Instructions for Compensatory and Bilingual Education Program Evaluation Summary (Academic Year 1985-86)
- Guidelines for Development of Application for Basic Skills Improvement Programs (Fiscal Year 1987)
- Guidelines for Development of Application for Migrant Education Projects (Fiscal Year 1987) and Chapter 1 Migrant Education Project Evaluation Summary (Academic Year 1985-86)
- High School Graduation Requirements for Limited English Proficient Students
- Improving Mathematical Problem-solving Skills in the Middle Grades (A Staff Training Manual)
- Improving Writing Instruction: A Process Approach - A Staff training Manual for Use with the Maryland Instructional Television Service "Teaching Writing: A Process Approach"
- Individual Student Improvement Plans (A Guide to the Development and Use of ISIPs)
- Incentives for Basic Skills Improvement in New Jersey
- Into the Second Decade ... A Strategy for Improving Bilingual Education in New Jersey
- Resources for Basic Skills Program Improvement

- The New Jersey Migrant Education Program Performance Report FY 1984
- The Special Review Assessment Process: Guidelines for District Implementation
- Writing in the Content Areas (A Guide for Instructional Improvement)

Notes